Instructors:
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Center for Persons with Disabilities, Utah State University
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Office Hours: By appointment

Vonda Jump Norman, Ph.D.
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(435) 757-9598
Office Hours: by appointment

Virtual Office Hours
Any issues or questions you may have should be sent to us via the mail function on the course homepage. We will attempt to address e-mail messages within 24 hours M-F and within 48 hours if received Sat-Sun. If we feel a question/answer is pertinent to everyone then we will send a reply message to all students. You may also call us anytime with questions.

Required Text
Authors: Ellen Karsh and Arlen Sue Fox.

Additional Readings
On occasion students will be provided with additional readings and examples of grant applications selected by the instructors. These readings are intended to add depth and perspective to the topics covered in the required text and will be posted online.

Course Description
This course is designed to provide the student with an introduction to the basic components of the grant writing process for school personnel. We recognize that most of the students in this course are just beginning to learn about grant writing and our goal is to present the basics of grant writing in the most straightforward way possible to take any intimidation/mystery out of the process. Emphasis will be placed on learning to write a solid statement of need, realistic project goals and objectives, a basic evaluation plan, and an appropriate project budget. Other common sections of a grant, such as capability of applicant, sustainability/continuation,
memorandums of understanding, and abstracts will be covered by the text, with examples of
each section posted on Canvas. However, due to the limited amount of time for this course you
will not be asked to draft these sections as part of your final mini-proposal. Instead you will
focus on the foundational sections listed in the course calendar.

The text, The Only Grant-Writing Book You’ll Ever Need, will provide a comprehensive overview
and in-depth information on how to write a quality grant application. This information will be
augmented and expanded upon in class through an online discussion board, recorded lectures,
and examples of well written grant applications.

**Course Objectives**

**After completing the course students will learn:**

1. How to seek and secure enhancement funding for program development and/or expansion in
   school settings.

2. Strategies for identifying and utilizing corporate, individual and community resources to
   provide support for student achievement (i.e. mentoring, tutoring, materials).

3. What is needed in order to get started in the grant writing process including: how to assess
   available resources when planning to write a grant application; what is involved in writing a
   proposal or application and the “Twelve Basic Rules” of grant-writing.

4. To make sense of the grant application package, the importance of following the detailed
   instructions in the application, and about the various review processes for grant proposals, as
   conducted by state, federal, and private funding sources.

5. To identify and document needs in order to prepare a statement of need (needs
   assessment).

6. To develop effective project goals and objectives.

7. To determine the necessary procedures (activities) to implement a grant-funded project
   (Work Plan).

8. To write an evaluation plan that describes both process and outcome measures.

9. To prepare an appropriate line-item budget and budget narrative that will stay within the
   guidelines of the funding source.
Course Assignments

Personal Introduction: Go to the “Introduce Yourself” topic on the discussion board and do just that. Follow the directions posted there for an idea of what to post. This is a chance for us to put some context to your name and to learn about each other in this online environment.

Reading Quizzes: We will be moving through the book fairly quickly at the front of the semester to give you background information for when you start the writing portion of the course. The book is an easy read (unlike most textbooks) and you should revisit key sections as they correspond to your writing assignment throughout the semester. This is a book that you should plan on keeping as an easy reference in the future.

Three reading quizzes will be given during the first several weeks of the class. The quizzes will be timed (60 minutes) but you may use your book.

One Project Idea: First, generate one grant idea that could be used to introduce an innovative intervention/solution to address a common problem in school settings, which will improve the educational and/or life outcomes for students. Then, briefly (about one double spaced page):

1. Describe the main issue your idea will address (e.g., bullying, suicide prevention, substance abuse, dating violence, dropout reduction, college/career pathways, healthy lifestyle issues, after school programs, peer tutoring, etc.) and state why you chose this topic area versus another.

2. Describe the possible intervention or solution you would use to address the issue you have selected. Write a few sentences about how what you are proposing is innovative or improves upon what may have already been tried in this area.

3. Identify a potential funding source(s) for your idea, and explain why you think the selected source(s) would be interested in funding the proposed idea. Use the internet resources listed in Chapter 2 of your book and the additional funding resource guides posted in this week's module to locate a sponsor or two that seems like a good fit for your idea.

Your group will select a topic of focus for the mini-group proposal from the collection of individual ideas generated by this assignment.

Sample Grant Review and Critique: Please review two of the five sample grant proposals provided in this week's learning module and answer the following questions in a short paragraph or two for each question. There are no right or wrong answers. We are interested in your thoughts and opinions regarding each question (use the questions as headings). Single or double space is fine.

1) Discuss the main similarities/differences between each proposal.

2) List what you liked most about each proposal (strengths of each).
3) What additions, clarifications, or other editing would improve each proposal (if any)?
4) Which of the two proposals would you choose to fund if you were the funding agency and why?

Submit the completed assignment as a Word document using the assignment tool.

**Group mini-proposal:** Most grant proposals are written in a collaborative environment, with many people working closely on the proposal. This exercise is designed to expose you to that experience. Mini proposal teams of four or five participants will be created by the instructors. The team-based mini proposal will consist of:

1) 3-4 page Statement of Need that explains what the problem/issue is that needs to be addressed and a brief statement of what intervention you are proposing to implement (a.k.a. the great idea to solve a problem or address an issue, explained in 3-4 pages (including citations from relevant research that frame the issue in the Appendix);

2) 4-6 page goals/objectives and work plan section that explains what the project intends to accomplish in more detail, with measurable goals and objectives and a timeline accomplishing major tasks;

3) 2-3 page evaluation section regarding how you will measure project process and outcomes (directly related to objectives in the work plan); and

4) A succinct 2-3 page project line item budget and budget justification.

Note that mini proposals should be between 12-15 pages total. Please do not submit a mini proposal longer than 15 pages. Proposals will not include personnel bios, capability of applicant, sustainability/continuation, memorandums of understanding, or abstracts. These sections are omitted because such sections are typically the more minor components of a grant and require a level of detail and specificity that could detract from the primary focus of this class, which is to expose you to the main sections of the grant writing process. Mini proposals will be submitted to the instructors for grading. You will use the Request for Proposal found in the Detailed Instructions for the Group Mini Proposal module as guidance for your proposal.

**Mini-Proposal Outline:**

1. Statement of Need
2. Goals/Objectives and Work plan
3. Evaluation
4. Budget and Budget Justification

Detailed instructions for what to include in each section are included in a separate learning module and should be reviewed early in the semester. Multiple examples of each section are
Group project reflection and evaluation: At the conclusion of your group project you will submit a 1-2 page reflection paper on your experience with the group. You will discuss:

1. The role you played in the group and the general group dynamic.

2. What was helpful about the group process and what you learned from working with a group.

3. What was a challenge with the group process and how you attempted to address it (as relevant).

4. You will also be asked to indicate what percentage of the group grade each member should receive, including yourself (e.g., if you feel someone did their fair share they would be recommended to receive 100% of the group grade; if someone did not do their part you might recommend they receive 80% of the group grade). Your recommendations will remain confidential and will be used as guidance for the instructors, but are not the sole factor in determining each group member’s grade on the assignment.

Mini Proposal Critiques: Individuals will write an approximately one-page critique of a mini proposal from another group. The purpose of this requirement is to provide very focused and deliberate feedback to the other group about the project they have proposed. At a minimum you should address the following questions in your feedback:

If you made funding decisions, would you want to fund this project?

Is this an important idea? Why or why not?

Is the approach clear and convincing? Why or why not?

What has been presented well?

What needs more refinement?

Was anything forgotten?

Remember, almost all grants are awarded competitively, and your feedback should make the proposals more likely to be funded.

Your critique will be submitted to the instructors for grading and they will then distribute your feedback (anonymously) to the appropriate group.
Grades

Your grade will be based on the following:

<table>
<thead>
<tr>
<th>Items</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Points</td>
<td>300</td>
</tr>
<tr>
<td>Personal Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>One Project Idea</td>
<td>30</td>
</tr>
<tr>
<td>Sample Grant Review</td>
<td>30</td>
</tr>
<tr>
<td>Group Mini-proposal</td>
<td>100</td>
</tr>
<tr>
<td>Group Project Reflection and Evaluation</td>
<td>50</td>
</tr>
<tr>
<td>Mini Proposal Critiques</td>
<td>50</td>
</tr>
</tbody>
</table>

Note: Lines between grades are drawn at .5. Anything below .5 will earn a lower grade. Scores at .5 or greater will earn a higher grade. For example, a score of 92.49 will earn an A-. A score of 92.50 will earn an A.

Your grade will be calculated with this scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>279 - 300</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>270 - 278</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>261 - 269</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
<td>249 - 260</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
<td>240 - 248</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
<td>231 - 239</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
<td>219 - 230</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
<td>210 - 218</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
<td>201 - 209</td>
</tr>
<tr>
<td>D</td>
<td>60 - 66</td>
<td>180 - 200</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
<td>0 - 179</td>
</tr>
</tbody>
</table>

Course Policies

Communication

All communication will be disseminated from Canvas or during class time. We will use Announcements in Canvas to communicate high priority and timely information. You must set
your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by an email, cell phone for text messages, or other social networking services of your choice.

- How to set up notification preferences in Canvas
- How to use the Inbox for Conversations in Canvas

**Instructor Feedback/Communication**

We will provide timely assignment feedback through comments and personal conversations on Canvas. We will be reading the Discussion Boards and replying to messages occasionally. You will receive specific feedback on your Assignments in the form of text comments appended to your electronic submissions.

**Student Feedback/Communication**

We welcome all feedback on the course. Our preferred method of communication with individual students is via Canvas Inbox/Conversations. We will respond to email **within two week days** (Monday – Friday). If you experience a legitimate emergency (according to our standards) that will prevent you from completing required coursework on time, we expect you to communicate with us at the earliest reasonable opportunity. Canvas will track communication between students and teachers providing date and time stamps. Please state the nature of the emergency, and when you expect to turn in the coursework.

**Course Etiquette**

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others’ behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over virtual classroom behavior and maintenance of academic integrity.

**Syllabus Changes**

This syllabus is subject to change. We will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

**Submitting Electronic Files**

All electronic files must be submitted in word (.doc, .docx) unless otherwise stated. Please name your file using the following convention: FirstinitialLastname_Assignmentname.doc. (e.g. JSheen_Reflection.doc). Files in formats other than .doc or .docx, will be returned to the student for resubmission in the proper format (lost points may apply).
**Attendance**

You are expected to login to class regularly, keep current with assigned readings, complete assignments on time, and participate in the class discussion board as needed.

**Late Assignments**

Assignments are due on Monday of the week indicated in the course calendar by 11:59 pm unless otherwise noted. Assignments received after this time will be penalized 10 percent if received within 48 hours of due date (Wednesday by 11:59 pm). Assignments received more than 48 hours past the due date, but by the following Monday at 11:59 pm will be penalized 20 percent. Assignments received later than this will not receive any points or instructor comments.

If you will unavailable during parts of the summer for any reason, turn things in early versus late. Also, communicate with your group and make advance arrangements to make sure you do your part. Finally, please communicate with us as instructors regarding any unforeseen issues that might impact your ability to turn your work in on time (i.e., medical emergency, death in the family, etc.). A planned vacation/summer trip does not constitute an unforeseen event and is not a reason to miss a due date.

**University Policies**

**Students with Disabilities**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

**Honor Pledge**

Students will be held accountable to the Honor Pledge which they have agreed to: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

**Academic Honesty**

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined by the University's Student Code:

Acts of academic dishonesty include but are not limited to:
Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

Falsification: altering or fabricating any information or citation in an academic exercise or activity.

Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

The complete Code of Policies and Procedures for Students at Utah State University can be viewed at: http://www.usu.edu/studentservices/studentcode/.

Incomplete Policy

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.
# Course Schedule

<table>
<thead>
<tr>
<th>Week and Readings</th>
<th>Readings</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7</td>
<td>Syllabus; Chapters 1-4</td>
<td>1. Click on start here and review the welcome letter&lt;br&gt;2. Review the syllabus&lt;br&gt;3. Post a personal introduction (10 pts)</td>
<td>Due May 14</td>
</tr>
<tr>
<td>May 14</td>
<td>Chapters 5-7</td>
<td>1. Review &amp; Critique Sample Grants (30 pts)&lt;br&gt;2. Quiz #1 (from chapters 1-7) (10 pts)</td>
<td>Due May 21</td>
</tr>
<tr>
<td>May 21</td>
<td>Chapters 8-12</td>
<td>1. One Project Idea (30 pts)&lt;br&gt;2. Quiz #2 (from chapters 8-12) (10 pts)</td>
<td>Due May 28</td>
</tr>
<tr>
<td>May 28</td>
<td>Chapters 13-17</td>
<td>1. Quiz #3 (from chapters 13-17) (10 pts)&lt;br&gt;2. Group assignments will be made by this week (or earlier) so you can begin working on your group mini-proposal</td>
<td>Due June 4</td>
</tr>
<tr>
<td>June 4</td>
<td>NA</td>
<td>Work on mini-proposal</td>
<td>NA</td>
</tr>
<tr>
<td>June 11</td>
<td>NA</td>
<td>1. Work on mini-proposal&lt;br&gt;2. Optional: submit draft of statement of need for instructor feedback on or before June 19.</td>
<td>Optional draft section June 18</td>
</tr>
<tr>
<td>June 18</td>
<td>NA</td>
<td>Work on mini-proposal</td>
<td>NA</td>
</tr>
<tr>
<td>June 25</td>
<td>NA</td>
<td>1. Work on mini-proposal&lt;br&gt;2. Optional: submit draft of goals/objectives and work plan on or before July 3</td>
<td>Optional draft section July 2</td>
</tr>
<tr>
<td>July 2</td>
<td>NA</td>
<td>Work on mini-proposal</td>
<td>NA</td>
</tr>
<tr>
<td>July 9</td>
<td>NA</td>
<td>1. Work on mini-proposal&lt;br&gt;2. Optional: submit draft evaluation and budget on or before July 17</td>
<td>July 16</td>
</tr>
<tr>
<td>July 16</td>
<td>NA</td>
<td>Work on mini-proposal</td>
<td>NA</td>
</tr>
<tr>
<td>Week and Readings</td>
<td>Readings</td>
<td>Assignment</td>
<td>Due Date</td>
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<tr>
<td>July 23</td>
<td>NA</td>
<td>Finish and submit group mini-proposal</td>
<td>July 30</td>
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<tr>
<td>July 30</td>
<td>NA</td>
<td>1. Group reflection and Evaluation</td>
<td>August 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mini-proposal Critique</td>
<td></td>
</tr>
<tr>
<td>August 6</td>
<td>NA</td>
<td>Enjoy the rest of the summer!</td>
<td>NA</td>
</tr>
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</table>