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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.

Meeting Time & Place: This is an asynchronous online course, which means you can login at anytime and from anywhere you have an internet connection. There is no set time you need to be online with the instructors and other students.

Authors: Ellen Karsh and Arlen Sue Fox
Publisher: Carroll & Graf Publishers
An Imprint of Avalon Publishing Group, Inc.
245 West 17th Street, 11th Floor
New York, NY 10011-5300

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 REQUIREMENTS

1. 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.

2. Participation Points- Reading Questions and Comments: These assignments are designed to encourage you to thoughtfully read the assigned chapters and to ask questions and make comments that your fellow classmates can follow-up with on the discussion board. For each group of assigned chapter readings (1-12) we would like you to post one question of your own regarding a topic from the readings. In addition, you need to make at least one comment on a classmate’s post that adds to the discussion or helps answer the question that they posted. Each week a reading assignment is indicated (weeks 1, 2, &3) you may earn up to a combined total of 10 participation points based on the question you post and any comments that you make. The number of participation points that you receive each of these weeks will be based on the general quality and depth of your question and how well your comment(s) adds to the discussion regarding your peer’s question. For example, comments that simply state that you agree or have the same question do not add to the discussion.

   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. The initial reading question/comment assignment will be worth 10 points. You score will be based on the general thoughtfulness and depth of your question/comment.

3. Reading Quizzes: Three reading quizzes will be given during the first several weeks of the class. These quizzes will replace the second and third reading questions/comments assignments and the final exam. The quizzes will be timed (20 minutes) and you are expected to take it without using your book. You are on the honor system regarding the use of the book for the exam. Choose wisely.

4. Two Project Ideas: Students will generate two potential “great” grant ideas that could be used to introduce innovative interventions/solutions to address common problems in school settings, which will improve the educational and/or life outcomes for students. Secondly, students will identify potential funding sources for their ideas, and explain why the selected source(s) would be interested in funding the proposed ideas. You should submit two separate ideas with related potential sponsors that are about one page each, (all written work is double spaced unless told otherwise).

5. Review and Critique of Sample Grants: Review two of the three provided sample grant proposals and complete the “Sample Grant Review Worksheet”. Submit the completed
worksheet using the assignment tool. This assignment is designed to give you a general idea of how your group mini-proposal will look (minus some of the sections as previously mentioned).

6. **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) a Statement of Need, a.k.a. the great idea to solve a problem or address an issue, explained in 3-4 pages (You should provide in-text citations from relevant research to frame the issue and create a reference page as an appendix to the proposal, which won’t count toward the page limit); 2) a 4-5 page goals/objectives and work plan section that explains what the project intends to accomplish, how it will be accomplished and a timeline for accomplishing major tasks; 3) a 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 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. They 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 2015 Request for Proposal found in the Detailed Instructions for the Group Mini Proposal module as guidance for your proposal.

*Suggested page limits per section are only suggestions. In some cases you may need to take more than the suggested pages to cover a section. If that is the case you will need to make other sections shorter so that you do not exceed the 15 total page limit, which is an absolute limit as is the case with the stated page limit in most grants.*

7. **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 the role you played in the group, the group dynamic, what was helpful, what was a challenge, etc. 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.

8. **Mini Proposal Critiques**: Individuals will write a 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 projects they have proposed. If you made funding decisions, would you want to fund this project? Is this an important idea? Is the approach clear and convincing? 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 written critique should include five headings, as follows: (1) Overall Critique and Summary Score; (2) Statement of Need; (3) Goals/Objectives and Work plan; (4) Evaluation; (5) Budget and budget justification. Numerical ratings should be given to each proposal, corresponding to the five headings indicated, using a 1-10 rating system (1= poor, 10 = exceptional). Provide sufficient text under each heading to explain the ratings you give. Your critique will be submitted to the instructors for grading and they will distribute your feedback (anonymously) to the appropriate group.

GRADING POLICIES

The grade you receive in this course will be determined by the number of points you have accumulated at the end of the semester. Point values are as follows:

1. Personal Introduction 10 points
2. Reading Questions and Comments: 10 points
3. Reading Quizzes 30 points (10 each)
4. Two Project Ideas 30 points
5. Sample Grant Review 30 points
6. Group Mini Proposal 100 points
7. Group Project Reflection and Evaluation 20 points
8. Mini Proposal Critiques 30 points

Total of 260 possible points, of which 160 (62%) are individual points and 100 (38%) are determined by group points.

TOTAL POINTS POSSIBLE = 260

A = 93 - 100%
A- = 90 – 92%
B+ = 87 – 89%
B = 83 – 86%
B- = 80 – 82%
C+ = 77 – 79%
C = 73 – 76%
C- = 70 – 72%
D+ = 67 – 69%
D = 60 – 66%
F = Below 60%

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.

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.
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.
Honor Pledge
As stated in The Student Code, “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students.” 
Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Academic Dishonesty
The Instructors of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University’s Student Code:
Acts of academic dishonesty include but are not limited to:

- Cheating 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”;
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or 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.

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct
- Student Code
- Academic Integrity
- USU Academic Policies and Procedures
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). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- Location in Room 101 of the University Inn.
- Phone Numbers
  - 435-797-2444 voice
  - [http://www.usu.edu/drc/](http://www.usu.edu/drc/)

Disability Related Resources for Current Students

- [DRC Student Handbook](http://www.usu.edu/drc/)
- [Deaf and Hard of Hearing Student Handbook](http://www.usu.edu/drc/)
- [Disability Related Scholarships](http://www.usu.edu/drc/)
- [Campus Resources](http://www.usu.edu/drc/)
- [Documentation Guidelines](http://www.usu.edu/drc/)
- [Online Resources for Students with Disabilities](http://www.usu.edu/drc/)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact the USU Access and Diversity Center at 435-797-1728, or [access@usu.edu](mailto:access@usu.edu).

- You can learn about your student rights by visiting: [http://www.usu.edu/studentservices/studentcode](http://www.usu.edu/studentservices/studentcode).

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [http://www.usu.edu/studentservices/pdf/StudentCode.pdf - page=3](http://www.usu.edu/studentservices/pdf/StudentCode.pdf - page=3) (Article VII. Grievances, pages 27-36).
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>May 11</td>
<td>Syllabus; Chapters 1-4</td>
<td>1. Click on the start here tab on the home page and review the welcome letter, etc.; &lt;br&gt; 2. Review the syllabus; &lt;br&gt; 3. Post a personal introduction; &lt;br&gt; 4. Complete the Reading Question #1 assignment (from chapters 1-4)</td>
<td>All-May 18</td>
</tr>
<tr>
<td>May 18</td>
<td>Chapters 5-7</td>
<td>1. Two Project Ideas; &lt;br&gt; 2. Quiz #1 (from chapters 5-7)</td>
<td>Both-May 25</td>
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| May 25 | Chapters 8-12         | 1. Quiz #2 (from chapters 8-12) <br> 2. Review & Critique Sample Grants | Quiz-June 1  
|        |                       |                                                                           | Review-June 8 |
| June 1 | Chapters 13-17        | 1. Quiz #3 (from chapters 13-17) <br> 2. Group assignments will be made so you can begin working on your group mini-proposal | Quiz-June 8  |
| June 8 | NA                    | 1. Work on mini-proposal | NA           |
| June 15| NA                    | 1. Work on mini-proposal <br> 2. *Optional:* submit draft of statement of need for instructor feedback on or before June 22. | June 22      |
| June 22| NA                    | 1. Work on mini-proposal | NA           |
| June 29| NA                    | 1. Work on mini-proposal <br> 2. *Optional:* submit draft of goals/objectives and work plan on or before July 6 | July 6       |
| July 6 | NA                    | 1. Work on mini-proposal | NA           |
| July 13| NA                    | 1. Work on mini-proposal <br> 2. *Optional:* submit draft evaluation and budget on or before July 20 | July 20      |
| July 20| NA                    | 1. Work on mini-proposal | NA           |
| July 27| NA                    | **Group Mini-proposal Due** | July 31      
|        |                       |                                                                           | (FRIDAY)     |
| August 10| NA            | **Enjoy the rest of the summer!** | NA           |