Fall 2016

ITLS 6760: Grant Writing

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Course Overview

The Grant Writing course introduces students to the different aspects of grant writing such as identifying a need or research problem, aligning problems with funding sources and possible partners, reading request for proposals, developing project plans, writing coherent, evidence-based, and interesting grant proposals, developing evaluation plans and budgets, review proposals, and managing grants. Assignments throughout the course will accumulate into a formalized grant proposal as the final project. During the proposal writing stages students will participate as reviewers as well as writers.

Course Objectives

Course Learning Outcomes	IDEA Center Learning Objectives
Understand the grant writing process and the origins of funding monies.	Objective 3. Learning to apply course material (to improve thinking, problem solving, and decisions) Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
Identify research problems and needs. Design and plane appropriate project plans based on these needs.	Objective 3. Learning to apply course material (to improve thinking, problem solving, and decisions) Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Objective 9: Learning how to find and use resources for answering questions or solving problems
Locate, analyze, and interpret requests for proposals (RFP's)	Objective 3. Learning to apply course material (to improve thinking, problem solving, and decisions) Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course Objective 9: Learning how to find and use resources for answering questions or solving problems Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view
Organize and write a coherent and convincing grant proposal, including most of the commonly required components	Objective 3. Learning to apply course material (to improve thinking, problem solving, and decisions) Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course Objective 8: Developing skill in expressing myself orally or in writing
Understand the layout and purpose of evaluation plans and budgets and their connection to your proposal narrative	Objective 3. Learning to apply course material (to improve thinking, problem solving, and decisions) Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
Review grant proposals and provide constructive comments	Objective 3. Learning to apply course material (to improve thinking, problem solving, and decisions) Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view
Take appropriate action after your proposal has been accepted or rejected	Objective 3. Learning to apply course material (to improve thinking, problem solving, and decisions) Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Course Format

Delivery of this course is online, through the Canvas learning management system. Each week of the course begins and ends on a **Sunday**, although reading responses and your first discussion post will be due on **Thursdays** (please note that your reading response is due on Wednesday 11/25 the week of Thanksgiving).

You can expect the following from the instructor:

- Weekly overviews or mini-lectures that will offer you some background on the week's readings.
- Quick responses to requests to meet with the instructor by phone, in person, or in a virtual conference room (within 48 hours but more quickly on weekdays). Should there be multiple student requests (at least 1/3 of the class), a formal conference day and time will be scheduled and an announcement encouraging others to participate will be made on the course site.

Because this course is online, you will be doing a fair amount of independent reading and need to be a self-motivated and independent learner. Please be aware that the mini-lectures and the course readings are complementary. You will not be able to succeed in this class if you only watch lectures or overviews and skip the readings.

The process of preparing a grant proposal can be quite labor intensive and, by extension, so is this course. You should expect a fair amount of academic research and writing.

Required Textbooks

This year there are two tracks for the grant writing class, a master's track and a doctoral track. There is a different textbook for each of the tracks (see below) so make sure you get the right one.

The course is built around readings from these textbooks and we will cover the ENTIRE book so please get it right away or you'll have a terrible time completing the course and assignments. Textbooks are available via the USU Bookstore (see note on using older editions) or from online sources like Amazon (where they are often cheaper). These readings will be supplemented by additional materials found in each course module on Canvas (http://canvas.usu.edu).

For **Master's students** the grant writing book is:

The Only Grant-Writing Book You'll Ever Need (FOURTH Edition) / Ellen karsh and Arlen Sue Fox.

Publication Date: April 8, 2014 | ISBN-10: 0465058930 | ISBN-13: 978-0465058938 | Edition: Fourth Edition

The library has several online versions. http://discover.lib.usu.edu/iii/encore/record/C__Rb3240732__Sonly%20grant-writing%20book%20you'll%20ever%20need__Orightresult__U__X6?lang=eng&suite=cobalt

For **Doctoral students** the grant writing book is:

Proposal Planning & Writing (Fifth Edition) / Jeremy T. Miner and Lynn E. Miner

Publication Date: November 12, 2013 | ISBN-10: 1440829691 | ISBN-13: 978-1440829697 | Edition: 5

** It is possible to use a prvious edition of the text books, though I would prefer your book be within one edition (e.g. 3rd instead of 4th). There are some differences in page numbers and lessons, so **PLEASE REFER TO THE LESSON NAME (rather than page numbers or lesson number) WHEN DETERMINING WHAT TO READ. WHEN IN DOUBT, PLEASE CONTACT ME!**

Course Requirements

Class Participation (15%)

Class participation consists of being an active and thoughtful contributor to the class discussion forum and completing reader responses.

Online Discussions

When one of your assignments is to contribute to the discussion forum, I expect that your first post will occur by **Thursday** of that week, with two subsequent responses to your classmates by Sunday evening. Please follow appropriate netiquette when contributing to the online discussions (http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/).

Reader Responses

You will be required to submit a weekly reader response by Thursday of each week. The template for these responses can be found through any of the reader response assignments in Canvas.

Problem Statement: Part I (0%), Part II (10%), & Part III (15%)

Part I

You will submit a draft problem statement that articulates a need for funding in 1,000 words (references do not count towards this word count). A problem statement is a compelling description of need that articulates why you need money from the funding

agency. For this assignment, you must identify an educational (or research) need and present it in a way that convinces your audience. Although this part is ungraded, it is mandatory. More details and examples, as well as the rubric I will use to grade your problem statements, can be found on the respective assignment pages in Canvas.

Part II

You will engage in a peer review process. I will manually assign you a proposal to review in Canvas and assign your proposal to someone else for review.

Part III

You will submit a revised version of your problem statement, taking into account the feedback you received in the peer review process. Please note that you will need to include a description of how you incorporated the feedback you received and a self-evaluation using the rubric found on the assignments page for Part III of the problem statement.

Funding Source and Impact Statement (10%)

For this assignment, you will need to: 1) provide a list of at least one funding source and a description of why this is a good fit for your proposal, 2) prepare an impact statement (1,000 words or less) that describes how your proposal's goals and objectives align with those of the funding source, and 3) Evaluate your work against the provided rubric (in Canvas) and submit this with your assignment. Successful proposals address problems closely aligned with the goals and objectives of a funding source (this alignment is also known as the intellectual merit of a proposal). More detail on the assignment and an example can be found on Canvas.

Compliance Matrix (5%)

Create a compliance matrix based on the Request For Proposals (RFP) of the funding agency you selected. A compliance matrix is a list of requirements you pull out of the RFP one by one so that each line contains one requirement. This makes it easier to track all the requirements and make sure you have fulfilled every single one of them in your proposal. If you cannot follow directions you are not getting the grant, it is as simple as that. Thus, the compliance matrix is a tool for you, the proposal writer, to keep track of all the requirements from the funding agency. NOTE that not all funding agencies have RFPs. Sometimes you have to pull the requirements from a website. Please note the URL in this case. More details and examples, as well as the rubric I will use to grade your matrix, can be found on the respective assignment pages in Canvas.

Logic Model (10%)

Pick the logic model that makes most sense to your project or create your own that is tailored to your specific situation. The point of creating a logic model is that it demonstrates a logical flow between the components of your proposed work. It visualizes the connections between the different parts of your work and helps you to ensure that these parts are aligned well. For example, your objectives should be related to the outcomes of your proposed work. Some grant proposals are required to include a logic model.

Draft Proposal (0%)

The draft proposal combines some of the components you have already completed (problem statement, impact statement, and logic model) with any additional information your funding agency is asking for (budget, evaluation section, etc.) into a coherent grant proposal. For the purposes of this assignment, if your funding agency requires less than the components listed above, you should submit a generic grant application (http://chfs.ky.gov/nr/rdonlyres/635f46a0-8ef6-4ce7-a6ae-b33d3dbe35a6/0/nngcommongrantapplication.pdf (Links to an external site), being sure to complete the following:

Section II: A 3-4 (items 1-2 are optional); B 1-5
Section III: A 1
Section IV: budget

Before submitting your draft proposal (including the relevant RFP or equivalent URL and your compliance matrix) please evaluate it against the Grant Proposal Self-Assessment Tool that will be used by your reviewers and the Final Proposal Rubric that will be used by me when grading your final submission. Please note that while this portion of the assignment is ungraded, it is mandatory.

Proposal Reviews (15%)

You will engage in a peer review process. I will manually assign you a proposal to review in Canvas and assign your proposal to someone else for review. Please note that reviewing is very time consuming, so start early! Please use the Grant Proposal Self-Assessment Tool's review criteria **where applicable** AND the RFP. Please write a constructive review of at least 500 words but not more than 1,000. Once you have completed your review, evaluate it based on the rubric found on the Proposal Review assignment page on Canvas before submitting your review and the completed grant-proposal self-assessment tool. More details about the assignment and a fillable PDF form for the Grant Proposal Self-Assessment Tool (Grant SAT) can be found on Canvas.

Final Proposal (20%)

You will submit your final grant proposal, being sure to use comments from your reviewer to improve your proposal. In a separate "response document" write a response to each reviewer comment indicating what changes (and where in the document) you have made in your proposal to address the reviewer comments. Please

also evaluate your submission based on the rubric found on the assignment page on Canvas and submit this with your final proposal and response document.

Course Overview

Dates	Week	Topic
8/29/16-9/4/16	Week 1	Course Introduction
9/5/16-9/11/16	Week 2	The Grant Writing Process
9/12/16-9/18/16	Week 3	Needs, Goals, and Objectives
9/19/16-9/25/16	Week 4	Finding Funding Resources/Finding Information
9/26/16-10/2/16 Sources	Week 5	Aligning Problems with Funding
10/3/16-10/9/16	Week 6	RFP, Proposal Checklist, Timeline, Outline
10/10/16-10/16/16	Week 7	Logic Model
10/17/16-10/23/16	Week 8	Starting the Writing Process
10/24/16-10/30/16	Week 9	Program Planning and Evidence-Based Design
10/31/16-11/6/16	Week 10	Evaluation
11/7/16-11/13/16	Week 11	The Budget & Sustainability Plan
11/14/16-11/20/16	Week 12	Abstract, Letters, and Additional Materials
11/21/16-11/27/16	Week 13	Proposal Submission and Review
11/28/16-12/4/16	Week 14	Post-Proposal Submisison
12/5/16-12/`11/16	Week 15	Class Wrap-Up
12/14/16	Finals	Final Grant Proposal Due

* Please see the modules in Canvas for course readings and other materials. I reserve the right to alter readings up to two weeks in advance.

Grading

Your grade will be based on the university grading scale:

A	100-93%,	A-	92-90%	B+	89-87%	B	86-83%,

B-	82-80%	C+	79-77%	C	76-73%	C-	72-70%
D	69-60%	F	59-0%				

Please note that to earn an A- or A grade, the assignment must go beyond the minimum expected in terms of quality (e.g. insight, creativity, analysis, thoroughness, synthesis).

Without exception, plagiarized work results in an F and automatically revokes the opportunity to redo that assignment.

Assignments that are handed in past the due date cannot be redone.

All assignments need to be submitted through Canvas Assignments or they will not be accepted.

Assignments that clearly do not follow directions are returned without review.

If you wish to discuss a grade, hand in a written explanation of your argument and arrange for a private (online or face to face) meeting or phone call. Except for unusual circumstances, no appeal for an individual assignment or project will be considered more than two weeks after the grade has been posted.

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

Academic Integrity — "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.
The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:
"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."
A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

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

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  o Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  o Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  o Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  o Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  o Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  o 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.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating

illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

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):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: http://www.usu.edu/drc/

Disability related resources for current students:

- DRC Student Handbook
- Deaf and Hard of Hearing Student Handbook
- Disability Related Scholarships
- Campus Resources
- Documentation Guidelines
- Online Resources for Students with Disabilities

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:

- Student Services: http://www.usu.edu/studentservices/, 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: http://www.usu.edu/ususa/legal/, 435.797.2912, TSC 340,
- Access and Diversity: http://www.usu.edu/accesscenter/, 435.797.1728, mailto:access@usu.edu; TSC 315
- Multicultural Programs: http://www.usu.edu/accesscenter/multiculture/, 435-797-1728, TSC 315
- LGBTQA Programs: http://www.usu.edu/accesscenter/lgbtqa/, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: http://www.usu.edu/provost/faculty/diversity/, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: 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: Article VII. Grievances.

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

- Student Conduct
- Student Code
- Academic Integrity
- USU Selected Academic Policies and Procedures
- USU Academic Policies and Procedures
- Academic Freedom and Professional Responsibility Policy