The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Grant Writing

Course Number:
HR 5373-221

Course Description:
This course will explore and analyze grant writing as a skill, craft, and art used as a development tool in
the fund development process. Grantsmanship is a complex, learnable set of skills and processes that can
assist academicians, practitioners, and community leaders address long-term and short-term objectives
and goals. The grant-writing process works to help individuals secure internal and external funding in an
organized, systematic way. Approximately half a million U.S. institutions are supported wholly or
partially by grant making organizations, and the number of individuals, students, and scholars receiving
some form of grant is even greater.

Grantsmanship is also an “art,” as well as a knowledge base and set of skills. The most frequently
mentioned qualities are: 1) vision: imaginative, strategic, and practical; 2) organizational and leadership
skills; 3) communication skills, written and oral; 4) administration skills: managing, fiscal,
troubleshooting, and outcome; and 5) good human relations: leadership, team building, capacity building,
mentoring, mediation, and conflict resolution.

The grant-writing process begins with an idea for a project or activity that addresses a need that cannot be
undertaken without securing funds from outside the institution. The idea is usually generated in response
to a problem perceived in the environment, a need within the specific discipline or field of knowledge, or
appeals from some source for a solution to an identified problem. Regardless of how they are formulated,
ideas seldom emerge fully developed.

The grant-writing process includes the following phases: 1) assessing the needs of the organization and
the basis for the desired grant; 2) developing an idea; 3) organizing for action; 4) establishing contact with
a funding source; 5) writing a proposal and follow-up; 6) administering the grant; and 7) reporting on the
grant’s progress and evaluating its outcome.

Class Dates, Location and Hours:

Dates: March 11-16, 2014
Location: Naples, Italy. See Site Director for classroom site.
Hours: Tue-Fri 6:00-9:30 pm; Sat-Sun 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: February 10, 2014

Site Director:
Amelia Gracia. Phone: 39-081-568-6672; DSN 626-6672; Fax: 39-081-568-6671; DSN 626-6671; E-
mail: apnaples@ou.edu

Professor Contact Information:

Course Professor: Belinda Bisroe, Ph.D.
Mailing Address: University of Oklahoma
Public and Community Services Division
1639 Cross Center Dr.
Room 454
Norman, OK 73019
Telephone Number: (405) 325-1711
Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK. Orders can be placed online at www.oklahoma.bkstr.com. Fax orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


3. Materials posted on the OU Desire to Learn (D2L) system: Custom packet available on D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance. Custom packet

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

This course is designed to:

- familiarize students with Grantsmanship, Fundraising, and Development;
- offer students an opportunity to learn about private and public sources for grant and contract funds;
- help students analyze their own skills in each area of the fund development process;
- allow students opportunities to interact with others at various levels of experience in the development trade;
- encourage students to incorporate Grantsmanship and Fundraising concepts into their professional careers and graduate studies; and
- enable students to:
  - analyze grants for understanding the strengths and weaknesses of each,
  - research and analyze funding sources,
  - prepare a cover letter for a proposal,
  - prepare an abstract for a proposal, and
  - identify and submit supporting documents for a grant proposal.

Assignments, Grading and Due Dates:

Regular attendance and full participation are required. The oral presentation will require you to develop overheads (or a PowerPoint presentation) and handouts, so that others can follow along. Please save all assignments on disk in WordPerfect, Microsoft Word, or Mac format. This will provide you with a set of notes from which to work.

The assignments are developed to provide a baseline understanding of key concepts, hands-on learning experiences, and skill development in core areas of grantsmanship.
Each student is expected to develop an independent mini proposal. In class assignments, discussions, and ongoing feedback will help students make significant progress on their proposals during the week. The final proposal must be an expansion of the work started in class during the week.

Pre-class Assignments:

Read the textbooks before class. Scan the packet to garner an idea of what goes into the grant writing process.

Research databases, books, and periodicals for information and rationale related to your presentation. This material is especially useful for the purpose statement and statement of needs. This may also give you ideas for specifically what to do on your presentation, as well as how to do it. Bring this material to the first class session.

Identify potential collaborators. Bring a listing with the names of organizations, addresses, telephone numbers, and key contacts to the first class session.

Due first class session:

Write a one-page paper that serves as a start to the idea development phase. Write these questions, and then answer each one in order. We will review these initial ideas during the first class session and I will answer any questions you may have.

- What problem are you trying to solve?
- What is the grand purpose for solving it (e.g., community, society, family, etc.)?
- Whom are you trying to help? Why do they need it?
- Who else has done something similar? What do you know, or can you find out about it?
- Why do you want to solve it?
- Is it worth the time and money?
- What do you want to accomplish?

Try to focus your idea. You cannot solve all the problems of the world. Your idea must address a need with real people, in real communities, with real issues. You will need to identify a topic that you can get your arms around. You must be able to access data electronically or otherwise to document the need for your project. We will continue to refine the idea in the first class session.

Due second class session:

Write a two-page concept paper. This is basically an outline of the proposed project or activity. It is composed of brief statements (three to six sentences), using the following headings:

Read these sections in Mary Hall’s text to make sure that you understand the parts of an objective and activity. Remember that each objective must be evaluated.

- Purpose: What is to be done in terms of community, school, family, etc.?
- Need: Why is it worth doing and what prevents you from doing it without additional resources?
- Objectives: What are the specific, measurable objectives?
- Activities: What are the specific program activities for each objective?
- Time: How long will it take?
- Evaluation: How will the objectives be evaluated?
- Staff: Who is to do what?
- Other Resources: What facilities and/or other resources will be required?
- Budget: How much is it estimated to cost?

During class sessions:

We will review and discuss how a grant is written, and identify the characteristics of good proposals. We will also discuss, identify, and work with different funding sources. I will allocate class time each day to write on specific tasks. I will also critique key parts of your grant and solicit your feedback on the various program components presented by other students.
Each proposal is different, and will require explanation. However, this is a general outline, and the class schedule may vary:

Session 1. Introductions, idea paper due
Session 2. Concept paper due
Session 3. Discussion of “Purpose”
Session 4. Discussion of “Need” and “Objectives”
Session 5. Discussion of “Work Plan (Approach),” “Key Staff” and “Other Resources”
Session 6. Discussion of “Time,” “Budget,” and a 10-15 minute presentation on draft of the final grant proposal for input from professor and students.

Final Grant Proposal:

Your final grant proposal, including letters to three funding sources, is due two weeks from the last class session. Email them to the professor at the address on page one of this syllabus. The final grant proposal will be evaluated and graded based on the following:

- writing quality – includes mechanics and organization;
- conceptual quality – involves logic and coherence with particular reference to the topic that provides the basis for discussion;
- relevance to task – clearly defines the purpose and is on target with the topic of discussion; and
- shows a compelling need with the appropriate documentation.

Outline for Final Proposal

- Abstract
- Purpose
- Needs Assessment
  - Present State
  - Desired State
  - Discrepancies between present and desired stated
- Approach
- Discuss the methods you will use to address your needs-This is the heart of soul of your proposal. This section is a detailed description of your proposed programs
- Goals
  - Objectives
  - Activities
  - Timelines
- Evaluation
- Key Personnel
- Other Resources
- Budget
- Appendices
- References

Three Funding Sources and Letters to Funding Agencies

Research and identify funding sources for programs related to your proposal before the conclusion of the class. Potential funding sources may be found at a library or on the Internet. Identify information on at least three different funding sources appropriate to your class project. You should include the following supporting documentation for each source:

- Background of grantor
- Grantor’s program objectives
- Eligibility and review criteria
- Application procedures and timetable
- What has your source funded in the past?
- Key contacts, addresses, and phone numbers
• What is the source’s average grant award? What is the range of its awards?
• How many awards does your source generally make each year?

Include three cover letters to the funding sources and the supporting documentation described above with the final proposal you email to the professor. In other words, send me the complete packet of information you submit to the funding source.

Staple the paper, letters, and pertinent Requests for Proposal (RFPs) and attachments in the upper left-hand corner. You will receive a written critique of your proposal.

A good guide for proper style and format is *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed., by Kate L. Turabian (available online). You should also follow the specifications of the RFP or program announcement.

**Grading:**
This is a letter-graded course: A, B, C, D, or F.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-class assignments</td>
<td>First class session</td>
<td>25%</td>
</tr>
<tr>
<td>Task writing, in-class presentation, and participation</td>
<td>During class sessions</td>
<td>25%</td>
</tr>
<tr>
<td>Final Grant Proposal, 3 letters to potential funding agencies and supporting documentation</td>
<td>Two weeks after last class session</td>
<td>50%</td>
</tr>
</tbody>
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**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the Student’s Guide to Academic Integrity

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Belinda Biscoe

Education

1982  Ph.D., Psychology, University of Oklahoma, Norman, OK

Current Positions

• Advanced Programs Professor since 1999
• Associate Vice President for University Outreach, College of Continuing Education, University of Oklahoma
• Director, South Central Comprehensive Center, College of Continuing Education, University of Oklahoma
• Director, Educational Training, Evaluation, Assessment, and Measurement department (E-TEAM), College of Continuing Education, University of Oklahoma

Frequently Taught Advanced Programs Courses

HR 5112  Grant Writing & Development

Major Areas of Teaching and Research Interest

• Positive youth and community development
• Literacy and early literacy
• Substance abuse prevention and treatment
• Resiliency
• Non-profit and educational grant writing

Representative Publications and Presentations


Representative Honors and Awards Received

• Recipient of the Adelle F. Robertson Continuing Professional Educator Award, National University Continuing Education Association (UCEA), 2006
• Recipient of the E. Neal Stone Superior Performance Award, University of Oklahoma Administrative Staff Council, 2004
• Best Support Administrator award, Oklahoma City Public Schools, 1998
• Honoree, Ebony Tribune’s “Keeper of the Dream” program in honor of Dr. Martin Luther King, Jr., 1997
• Leadership Award in Education from Women in Communication, 1995
• Selected as one of 37 Join Together Fellows, a national substance abuse coalition funded by the Robert Wood Johnson Foundation through the Boston School of Public Health, 1994

Major Professional Affiliations

• University Continuing Education Association
• Join Together
• Oklahoma Psychological Association
• American Psychological Association