Course Title: Grant Writing

Course Number: HR 5373-101

Course Description: This course will explore and analyze grant writing as a skill and craft - a key resource development tool used in the fund-raising process to assure, enhance, and expand one’s organization, department, or project. Grantsmanship is a complex, learnable set of skills and processes. It can assist academics, practitioners, and community leaders to address long-term and short-term objectives and goals. With substantive education, training, and experience, these skills can assist one to accomplish a specific goal for the organization or for a program within the organization. The grant writing process can work to secure internal and external funding in an organized and systemic 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 external funding support is even greater. Grantsmanship is also an “art and craft”, an expertise with its own knowledge base skills and resource skills.

The three more general qualities are: planning, programming, and evaluation. Specific skills include: 1) vision: imaginative, strategic, and practical; 2) organizing and guiding 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, and conflict mediating. With a vision, perseverance, and a committed service, Grant Writing and Proposal Development is a major expertise.

The grant writing process includes the following phases: developing an idea, organizing for action, assessing needs of the organization and the basis for the desired grant, developing future funding strategies, establishing contact with a funding source, writing a compelling need statement, defining clear goals and objectives, developing your methods, preparing the program budget, writing a proposal and following up, reacting to the proposal review evaluation and summary, administering the grant, reporting on the grant’s progress, following up with funders, mock meeting and evaluating its outcome.

Class Dates, Location and Hours:

Hours: Mon-Fri 6:00 p.m.-9:30 p.m.; Sat 8:00 a.m.-4:30 p.m.; Sun 8:00 a.m.-12:00 p.m.
Last day to enroll or drop without penalty: January 27, 2013

Site Director:
Phone: 703-418-4800; Fax: 703-418-2730; E-mail: apwashington@ou.edu.

Professor Contact Information:

Course Professor: Alberto G. Mata, Jr., Ph.D.
Mailing Address: University of Oklahoma
Department of Human Relations
Physical Sciences Center Room 721
Norman, OK 73019
Telephone Number: (405) 325-1756
Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.). (Text prices are available online.)


4. Materials posted on the Electronic Reserve system: Access the OU Electronic Reserves Page at http://libraries.ou.edu/eresources/reserves/; enter OU NetID (4x4) and password, and select course and access material. Please contact your local Site Director if you require assistance.

5. Materials posted on the OU Desire to Learn (D2L) system: Access 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.

Note: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

Recommended (not required) Texts (Not available through Advanced Programs).


Course Objectives:

This course is designed for students:

- to become familiar with the grant and contract fundraising, and its relationship to the organizational development;
- to become familiar with the grant, contract fundraising, and its relationship to the public as well as private funding sources;
- to explore and develop skills and knowledge about current and future private and public sources for grant and contract projects;
- to develop an understanding of issues as well as skills necessary at each phase of the grantsmanship process and the proposal review process;
to develop an understanding of issues and skills necessary to access resources and information necessary for grants and proposal writing; and

to analyze grants for understanding the strengths and weaknesses of developing a great, the grant evaluation process, and its role in planning and programming.

Course Outline:

Course lectures, videos, and exercises will be utilized to cover course objectives. The topics to be covered include, but are not limited to:

1. Demystifying the grants process
2. Dealing with the decision and building your grant seeking base
3. Getting ready to develop an idea, project, cause, etc.
4. Forming a knowledge of grants and resource base
5. Generating proposal ideas
6. Creating a compelling needs statement
7. Understanding the grants marketplace
8. Researching potential funders
9. Contacting the grantor before you write the proposal
10. Building a project planner
11. Developing project objectives
12. Learning to work with or initiate grant advising workgroup
13. How does one improve and enhance an understanding of our aims
14. Writing foundation and corporate proposals
15. Writing government grant proposals
16. Learning to work with or initiate grant advising workgroup
17. Developing one’s values, roles, vision, commitment, and perseverance as GWPD.
18. Improving and submitting your foundation/corporate proposal

Assignments, Grading and Due Dates:

Regular attendance and full participation are required. All assignments (written and oral) are due the first day of class. Oral presentations will require that you develop overheads or handouts so that your fellow students may follow your 10- to 15-minute oral briefing. Written narratives are two to six pages, single-spaced, narrative reviews or detailed chapter outlines summarizing the assigned chapter.

The assignments and presentations will be pre-assigned by the professor for each student. Any missing or late assignments may result in a lower grade by one mark, unless one has made arrangements with the instructor. The mid-term exam will be partially developed by students as well as the final exam, along with the professor.

Please save all assignments as Rich Text File format – on a WordPerfect, MSWord, or Mac disk. All students’ e-mail addresses will be on D2L. Please email to me and to your classmates. In this way, students will have a set of notes that come from fellow classmates’ oral and written assignments.

1. I will ask you to complete a grant writing IQ quiz --- this should serve as baseline of terms, concepts and issues that one finds that one possesses, that one needs to develop and that one needs to enhance.
2. The assignments provide a phased set of issues, learning experiences, tasks, and learning opportunities. Hopefully, we will have access to the internet through local base education or high school computer labs. We will place proposal examples on-line!
3. Before class, read the entire texts. Familiarize yourself with the chapter’s key issues, terms, and notions. Each student will be pre-assigned at least two, but no more than three chapters to present orally. The oral presentations will be letter graded.
4. The student will also develop at least two detailed outlines one from each of the required readings. The written will be also letter graded.
5. The professor will provide students with small proposal examples to model their efforts. Each student may choose to add, revise, or expand on one of these examples or chose to write his/her own from scratch.
6. We will go through a small grant proposal—one that requests professional development, travel, scholarship monies, internship materials, training, etc., (one to six pages). It will consist of a letter of intent (one page), proposed project (one to two pages), evaluation and outcome (half a page to one page) budget and budget narrative (one page), and expected outcome of the proposed project to you and the foundation programs (one page). This small grant proposal should be a total of 6 – 12 pages.

7. We will undertake the review of a large proposal. We will use one that I will provide you. You will critique and make suggestions. It will consist of: 1) an Abstract; 2) Introduction and Statement of the Problems; 3) Goals, Objectives, and Milestones; 4) Activities and Timetables; 5) Evaluation; 6) Budget and Budget narrative; 7) Organization and Key Staff Capabilities; and 8) Expected Outcomes and Future Funding.

8. Students will complete a set of one page checklists and detailed summary essay using one of the topics below----again only one per student which will be pre-assigned.

9. A final take-home essay exam, three detailed S/U written assignments and will be submitted to me two weeks after last day of class.

10. In class we will review the students’ first draft small proposed project. It will serve as a preliminary evaluation by other students and, finally, by the professor. We will review the documents in class and get feedback from class and professor. Make sure that they are handed in to me and e-mailed to classmates by the next to last class session. Final proposals reviews will be due two weeks after the last class session.

S/U assignments are graded Satisfactory or Unsatisfactory. If one receives an Unsatisfactory on an assignment, it will result in a reduction of 10 points of their total grade. Students will complete the oral and written exercises related to a short proposal, exercises related to a large one, and a final exam. The oral outlines pre-assignments will be 30 points and all are due first day of class. The written will be S/U, which will be due before the last class. The final and short proposal 30 points each and the large review proposal exercises will be 10 points.

I will give you a 6 point grant proposal review form to fill out. These are commonly used by reviewers to note the positive and negative elements of the proposal. There will be a short 1 – 5 sentences, evaluation, and statement of the proposal that indicates one’s evaluation the proposal

**Grading:** This is a letter-graded course: A, B, C, D, or F. Grading Scale: 100 to 90 is an A; 89 to 80 is a B; 79 to 70 is a C; 69 to 60 is a D; 59 to 0 is an F

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<thead>
<tr>
<th>Assignment</th>
<th>Percent of grade</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>S/U</td>
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<tr>
<td>GWPD IQ Baseline Exercise</td>
<td>S/U</td>
</tr>
<tr>
<td>Projected Design (in-class assignment)</td>
<td>S/U</td>
</tr>
<tr>
<td>Bio-sketch, 5 year plan and implementation statement (in-class assignment)</td>
<td>S/U</td>
</tr>
<tr>
<td>Oral presentations – at least two, possibly three</td>
<td>30%</td>
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<tr>
<td>Written detailed outline – at least two, possibly three</td>
<td>30%</td>
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<tr>
<td>IRB – CITI Training (free online)</td>
<td>15%</td>
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<tr>
<td>Small proposal (6 to 12 pages) or Take home final due two weeks after last class</td>
<td>25%</td>
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<tr>
<td>Project design (free online)</td>
<td>S/U</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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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. 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” found at http://www.ou.edu/provost/integrity

Accommodation Statement
The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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/
Bibliography

INSTRUCTOR VITA
Alberto G. Mata, Jr., Ph.D.

Education
- 1970  B.A. in Political Science, University of Oklahoma
- 1971  M.H.R. in Human Relations, University of Oklahoma
- 1978  Ph.D. in Sociology & Anthropology, University of Notre Dame
- 1982  Post-Doctoral work in Community Mental Health, The University of California, Los Angeles
- 1986  Post-Doctoral work in Health Promotion, The University of Texas, School of Public Health

Current Positions
- Advanced Programs Professor since 1992
- Professor, Department of Human Relations, University of Oklahoma
- Research Associate, UTHSC Hogg Mental Health Foundation, WHO Collaborating Center for Mental Health

Frequently Taught Advanced Programs Courses
- HR 5013  Current Problems in Human Relations
- HR 5100  Volunteerism and Volunteer Organizations
- HR 5100  Gangs, Drugs & Violence
- HR 5113  Grant Writing
- HR 5100  AIDS and Substance Abuse
- HR 5413  Chemical Dependency
- HR 5100  Juvenile Justice & Delinquency Prevention
- HR 5063  Non for Profit Organizations & Voluntary Action

Major Areas of Teaching and Research Interest
- Strategies for Change
- US/Mexico Border: Drugs and Violence
- Social Welfare Policy
- Community Field Studies
- Community Health Interventions

Representative Publications and Presentations

Representative Honors and Awards Received
• VA/PAHO Recognition Award - El Paso, TX
• Midwest Latino AIDS Consortium Award - Chicago, IL
• Austin Police Dept. Victim Assistance Award - Austin, TX
• Surgeon General Service Appreciation Award - Los Angeles, CA
• Midwest Latino Substance Abuse Leadership Award – East Lansing, MI

Fellowships:
• Center for Health Promotion UTHSC-Houston
• NDVIR Survey Research and Spanish-Speaking Mental Health Research Center, UCLA
• Community Mental Health Evaluation Program, UCLA
• ISR/LEAA Program, University of Michigan

Major Professional Affiliations
• American Public Health Association
• American, Midwestern and Southwestern Sociologic Associations
• US/Mexico Border Health Association
• National Council De La Raza
• COSSMHO
• SSSP
• NACS
• PAHO