Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. __X__New Course or _____Revision of Existing Course

2. **Course prefix and number:** OPD 4765

3. **Short title:** Grant Writing

4. **Long title:** Grant Writing for Organizations

5. **Hours per week:** _3_ Class   _0_ Lab   _3_ Credit

6. **Terms:** ___ Fall   ___ Spring   ___ Summer   _X_ On demand

7. **Initial term**: __ Fall   _X_ Spring   ___ Summer   Year: 2018

8. **Catalog course description:**
   This course prepares students to create competitive proposals and present them successfully to internal management, philanthropic organizations, and public funders by adopting a program design model. Students explore the world of grants experientially by researching prospective funders, designing a program, and preparing a model grant proposal. WI

9. **Course attributes:**

   General education component: _____N/A_____

   ___ Cultural diversity ___ Honors ___ Writing centered _X_ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    _X_ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _X_ Face to Face _ X_ Online   ___ Study Abroad

    _ X_ Hybrid, specify approximate amount of on-line and face-to-face instruction
       55% face to face 45% online

11. Course(s) to be deleted from the catalog once this course is approved.
    OPD 4430

12. **Equivalent course(s):** ___None_____

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes   X No

13. **Prerequisite(s):** _____None_____

   a. **Can prerequisite be taken concurrently?** ___ Yes ___ No

   b. **Minimum grade required for the prerequisite course(s)?** ___

   c. **Use Banner coding to enforce prerequisite course(s)?** ___ Yes ___ No

   d. **Who may waive prerequisite(s)?**

      ___ No one ___ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. **Co-requisite(s):** _____None_____

15. **Enrollment restrictions**

   a. **Degrees, colleges, majors, levels, classes which may take the course:** Junior, Senior, Graduate

   b. **Degrees, colleges, majors, levels, classes which may not take the course:** all others

16. **Repeat status:** _X_ May not be repeated ___ May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** ___

18. **Grading methods:** _X_ Standard ___ CR/NC __ Audit ___ ABC/NC

19. **Special grading provisions:**

   ___ Grade for course will not count in a student's grade point average.

   ___ Grade for course will not count in hours toward graduation.

   ___ Grade for course will be removed from GPA if student already has credit for or is registered in:
   _____

   ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**
   Supplemental Materials or Software_____ N/A_____

   Course Fee   X No ___Yes, Explain if yes_____

21. **Community college transfer:**

   ___ A community college course may be judged equivalent.

   _X_ A community college may not be judged equivalent.

   Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ___Course is required for the major(s) of _____

___Course is required for the minor(s) of _____

___Course is required for the certificate program(s) of _____

X Course is used as an elective

2. Rationale for proposal:

In organizational development the ability to plan, implement, and evaluate program initiatives is an essential competency. Practitioners should have the skills to develop new program initiatives, articulate the purpose and structure of the initiative, identify goals and objectives, outline program requirements, propose a reasonable budget, and develop an evaluation process. Whether preparing a proposal for management to fund a new initiative, requesting funds for professional development, or requesting funds from an external organization the basic skills are consistent. In seeking internal or external support for a proposal or initiative, the skills to write clearly and convincingly are essential. This course replaces OPD 4430, Research in Organizations, also a writing intensive course which focused on non-experimental research through literature review.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses:
Two courses currently focus on grant writing as a core competency of adult and community education as well as child care; ACE 4200 and FCS 4264 are restricted to students in their respective majors. OPD 4765 adopts a program development approach to grant writing applicable to multiple organizational development contexts. The focus on program development and experiential learning permit the exploration of grant writing from multiple perspectives, examples include acquisition of energy conservation grants in a manufacturing setting, acquisition of revenues for capital improvement for a neighborhood organization, acquisition of start-up funds for a non-profit program initiative, or acquisition of organization support for professional development activities.

> ACE 4200 - Needs Assessment, Grant Writing, and Program Evaluation in Adult and Community Education. (3-0-3) Application of appropriate research, data analysis, and reporting techniques to determine needs for, and assess impact of, programming in adult and community education settings. Restricted to Adult and Community Education majors.

> FCS 4264 - Child Care Programs: Development and Grant Writing (3-0-3) On Demand. Child care program needs assessment, legal and policy requirements, program assessment techniques, promotional strategies, funding sources, and grant writing. Course restricted to students admitted to the Bachelor of Arts in General Studies: Option in Child Care Education (ABC Program).

Prerequisites: None

Co-requisites: None

Enrollment restrictions: Restricted to Juniors, Seniors, Graduate Students. Learning objectives require sufficient exposure to student's major to conceive a program initiative and prepare a proposal to address that initiative.

Writing active, intensive, centered: Module assignments are graded with suggested revisions prior to incorporation into final project. The course engages students in the development of

written responses to a set of grant guidelines. Students submit multiple component assignments which are evaluated with comments and suggestions from the instructor. Students then revise these components and assemble them into a complete program model and grant application. The written component assignments and final project constitute 56% of the final grade for undergraduates.

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum:

Instruction:

Assessment:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: Use of the Learning Management System (LMS) to collaborate with other students and communicate with the instructor is consistent with the current work processes used by most external funders and grant collaborators. An increasing number of funders require online submission of all grant materials. In this way, the use of the LMS will mirror current business practices.

Instruction: Instructors for online sections will be trained in online course delivery (OCDi) or have equivalent preparation and experience. EIU's LMS will facilitate instructor-student and student-student interactions. The features available include, but not limited to:
- Chat. General Chat or Personal Chats while students and instructors are online.
- Discussions. Group or individuals discussions between instructor and students.
- Frequently Asked Questions (FAQ). Instructor may post FAQ and answers to FAQs.
- Online Rooms. Online Rooms can be created for instructor-student and student-student interactions.
- E-mail. LMS provides instructor-student and student-student correspondence.

Integrity: EIU's Learning Management System (LMS) and the features available to assure the integrity of student work will be utilized. This includes, but is not limited to:
- Originality checking software
- Require students to individualize grant and program development case studies and projects by adding personal experiences.
- Getting to know students and writing styles through weekly discussions
- Respondus will be used for online tests and quizzes

Interaction: A web conferencing program such as Elluminate may be used for but not limited to:
- Explaining syllabus and course requirements
- Demonstrating and Connecting with Students

- Frequently Asked Questions
- Providing Feedback and Examples

Panthermail:
The EIU e-mail system, known as PantherMail, is the official communication channel for EIU faculty, staff, and students.

Telephone: Faculty are required to post office hours on syllabus. Students may contact instructor by telephone during office hours

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
   OPD 4765 Grant Writing for Organizations

2. Catalog description
   This course prepares students to create competitive proposals and present them successfully to philanthropic organizations and public funders by adopting a program design model. Students explore the world of grants experientially by researching prospective funders, designing a program, and preparing a model grant proposal.

3. Learning objectives.
   After successfully completing the course students will be able to:
   1. evaluate the suitability of prospective funders for a specific proposal (Critical Thinking 1-6).
   2. prepare a grant proposal that is comprehensive, responds directly to the solicitation, follows funder guidelines, is organized, and professional (Writing and Critical Reading 1-7).
   3. demonstrate the ability to write clearly and professionally in a style appropriate for the solicitation or funding opportunity (Writing and Critical Reading 1-7).
   4. organize the components of a program model to respond directly to identified needs, flow logically, and meet the requirements of the solicitation (Critical Thinking 1-6 & Writing and Critical Reading 1-7).
   Graduate Students
   5. demonstrate the ability to analyze and synthesize the components of a proposal by preparing a comprehensive logic model to aid in program planning, implementation, and evaluation (Graduate Goals: Critical Thinking and Problem Solving, Effective Oral and Written Skills, and Creative Activity).

4. Course materials.
   Textbook: *The Only Grant-Writing Book You'll Ever Need, 4th Ed*
   E. Karsh & A. Fox (2014) Basic Books, N.Y.

5. Weekly outline of content.

Week	Objective	Topic	Online Assignment	Hybrid & Traditional Assignment
			Reading Part I	*Reading Part I*
			(Lessons 1-7)	(Lessons 1-7)
1	1,2,3,4,5	Introduction	Review of Expectations	Review of Expectations
2	1	Types of Funders	Discussion One	Reaction Paper One
3	1,3	Standards	Letter of Inquiry	Letter of Inquiry
4	1,3	Identifying Funders	Discussion Two	Reaction Paper Two
4	1.3	Identifying Funders	Statement of Need	Statement of Need
			Reading Part II	*Reading Part II*
			(Lessons 8-11)	(Lessons 8-11)
5	2,3	Organization	Discussion Three	Reaction Paper Three
6	2,3,4	Professional Style	Goals and Objectives	Goals and Objectives
7	2,3,4	Writing for Impact	Discussion Four	Reaction Paper Four
			(Lessons 12-16)	(Lessons 12-16)
8	2,3,4	Structure & Flow	Program Plan	Program Plan
8	2,3,4	Structure & Flow	Discussion Five	Reaction Paper Five
9	1,2	Resource Integration	Budget	Budget
10	1,2	Funder Selection	Discussion Six	Reaction Paper Six
11	2,3	Improvement	Evaluation	Evaluation
12	2,3	Reviewing Content	Discussion Seven	Reaction Paper Seven
13,14	1,2,3,4	Professional Writing	Final Project	Final Project
13,14	5	Logic Models	Graduate Project	Graduate Project
15	1,2,3	Networking	Discussion Eight	Reaction Paper Eight
16	1,2,3,4		Final Exam	Final Exam

6. Assignments and evaluation, including weights for final course grade.

Assignments	Points	Undergraduate Weight	Graduate Weight
online discussions or reaction papers	120	24%	20%
grant component assignment	180	36%	30%
course project	100	20%	16 ⅔%
final examination	100	20%	16 ⅔%
undergraduate student total	500	100%	
logic model	100		16 ⅔%
graduate student total	600		100%

7. Grading scale.

    A 100% to 90%
    B less than 90%, at least 80%
    C less than 80%, at least 70%
    D less than 70%, at least 60%
    F less than 60%

8. Correlation of learning objectives to assignments and evaluation.

Objective	Discussions or Reactions	Components	Course Project	Final Exam	Logic Model (Graduate)
Undergraduate Weight	24%	36%	20%	20%	
Graduate Weight	20%	30%	16 ⅔%	16 ⅔%	16 ⅔%
Obj. 1. Evaluate suitability of prospective funders (Critical Thinking 1-6)	X			X	
Obj. 2. Prepare a comprehensive grant proposal following guidelines (Writing and Critical Reading 1-7)		X	X	X	
Obj. 3. Write clearly, professionally, in a style appropriate to the solicitation (Writing and Critical Reading 1-7)		X	X	X	
Obj. 4. Organize program components logically based on needs and requirements (Critical Thinking 1-6 & Writing and Critical Reading 1-7)		X	X	X	
Obj. 5. Prepare a logic model (Critical Thinking and Problem Solving, Effective Oral and Written Skills, and Creative Activity)					X

Date approved by the department or school: October 20, 2016
Date approved by the college curriculum committee: March 24, 2017
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: April 13, 2017   CGS: April 18, 2017