Welcome to HLSR 6760 Grant Proposal Writing in Community Development! Before we start the semester I want to share with you a little information about my background. I earned my Interdisciplinary Doctoral Degree in Geriatrics, Health Policy/Administration and Urban Planning at the University of Cincinnati Ohio. My life course has led me as an administrator, practitioner, and academic to engage in projects involving a variety of non-profit organizations and populations. As a National United Way Consultant Trainor for a decade, I specialized in providing leadership and governance training to dozens of agency trustees and directors. I also served and chaired numerous agencies addressing the special needs of orphans, homeless, migrants, refugees, senior citizens, populations with special health and mental health care needs. My research agenda includes working as Principle Investigator and Administrator in federal, state and community collaborations that dealt with such issues as participatory planning, capacity building, citizen engagement, childhood immunizations, integration and access to aging and disability services, community oriented housing and urban development, and populations in need of a medical home. As a practitioner I mediate organizational and interpersonal disputes and design institutional dispute resolution systems. The main thing is that I deeply enjoy integrating my life course experiences into my academic instruction.
That is especially relevant to this course because it addresses grant proposal writing in the context of community development (my favorite topic). In fact, together we are seeking to identify community level problems for which writing a grant proposal might offer a strategy for bringing together a myriad of community resources to share responsibility for analyzing problems, planning, and implementing a solution to the health care needs of the population of Denton County. This course prepares the doctoral student for the rigors of working collaboratively to engage in grant proposal writing in the context and operation of community development.

**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

No required pre- requisites or restrictions

**Materials – Text, Readings, Supplementary Readings**

One textbook is required for this course.


**Course Description**

HLSR 6760. Grant Proposal Writing in Community Development. 3 hours. The process for community development requires many strategies for evoking desired changes. Grant proposal writing is increasingly associated with new paradigms for creating changes in our environmental, technical, governmental, and social capacities and relationships. Applications extend to problem solving in a development context in pursuit of the common good. This course provides the skills needed to conceive, prepare and submit successful proposals for external funding of innovative human service projects. As part of the course, students will develop a proposal designed to help a community respond to a specific population need.

**Rationale/Objectives of the course:**

- This course provides instruction and coaching for doctoral students in how to engage a community in collaborative efforts at differentiating those issues, problems and concerns for which a strategic response might be to participate in joint planning and implementation of
projects that are created and supported through external grants and contracts.

Learning Objectives

- Students will be able to differentiate the methods by which they might engage a community in strategic planning and development processes that utilize the assets of the community in collaborative problem solving and collective action.
- Students will understand and explain how to operationalize paradigms and theories imbedded in the community development and grant proposal writing processes.
- Students will be able to describe the process by which grant and contract proposals are developed, approved, and submitted.
- Students will understand and explain the post award requirements and expectations of funders concerning accountability.
- Students will be able to articulate the expectations for deliverables and dissemination.
- Students will learn to identify and deal with situations that raise potential ethical and legal issues.
- Students will examine and appraise the provisions of HIPAA, and will examine issues associated with the protection of personal health information.
- Students will prepare and submit (where appropriate) IRB review requests.

Teaching Philosophy

My teaching philosophy is to value practical experience as a teaching tool. This is a marketable skills development course designed to prepare doctoral students to assume leadership roles as project director, research analyst, program planner, and evaluator. The course teaches from two primary perspectives: Change created through community development and strategic fundraising. This course will interface with the Doctoral Student Grand Rounds project with the Denton County Health Department in its current efforts to reset its service priorities based upon assessment of evidence based population needs. Doctoral students are familiar with this effort as they helped lead a community roundtable forum with key informants. Their interface this Spring with the Grand Rounds will be to analyze select datasets to help complete the needs assessment and planning process.

TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)
Hardware and software necessary to use Blackboard Learn: [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)
Browser requirements: You need a browser that interfaces well with Blackboard Learn, such as Microsoft Internet Explorer or Mozilla Firefox.
Word Processor
Creating and submitting files in Microsoft Office, the standard software for this course

**Minimum Technical Skills Needed:**
- Using the learning management system
- Using email with attachments
- Copying and pasting
- Downloading and installing software
- Using spreadsheet programs

**STUDENT TECHNICAL SUPPORT**

The University of North Texas [UIT Student Helpdesk](http://kb.blackboard.com/pages/viewpage.action?pageld=84639794) provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130

Our hours are:
- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5p
- Sunday 8am-midnight

**ACCESS & NAVIGATION**

**Access and Log in Information**

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: [https://learn.unt.edu](https://learn.unt.edu)

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: [http://ams.unt.edu](http://ams.unt.edu).

To view Blackboard’s privacy policy, go to: [http://www.blackboard.com/Footer/Privacy-Policy.aspx](http://www.blackboard.com/Footer/Privacy-Policy.aspx)

**Student Resources**

As a student, you will have access to these resources:

- Take the [Blackboard Learn Student Orientation](https://learn.unt.edu). It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.

- Blackboard’s [On Demand Learning Center for Students](https://learn.unt.edu). It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
**Helpful Tip**: Blackboard has a new mobile app called **Bb Student** replacing BB Mobile for student use. Bb Student was designed with you in mind and with the intention of providing a more user friendly and modern experience to help you achieve your educational goals. Your phone needs one of these operating systems installed: iOS8+, Android 4.0+, or Windows 8.1+. Some of the key features include:

**Activity Stream**: The majority of the time you spend in Bb Student will be spent on the activity stream, the home screen. It represents a “smart view” of prioritized events and actions, and pushes content to you.

**Course Outline**: This provides you with a familiar way of exploring content, quickly accessing information, and identifying the main materials you need to focus on. Content presentation is simple, clean, straightforward and fun.

**Test & Quizzes**: You are able to view, complete, and submit assignments and tests, right in the app.

**Grades**: Gives you real-time access to your grades in a comprehensive and friendly format which enables you to quickly identify your academic results and progress in a given class or assignment.

Follow these steps to download and install the Bb Student app.

1. From your device, access the appropriate online store.
   - *iTunes StoreSM on your iPhone®, iPod touch®*
   - *Google Play™ on your Android® device*
   - *Windows Store on your Windows® device*
2. Search for Bb Student.
3. Install the app on your mobile device.
4. Open Bb Student and search for the University of North Texas.
5. Log in with your Blackboard Learn EUID and password.
6. Contact @BbMobileSupport on Twitter for assistance if you need help.

**Student Academic Support Services**

Links to all of these services can be found on the [Academic Support tab](#) within Blackboard Learn.

- **Academic Resource Center**: buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.
- **Center for Student Rights and Responsibilities**: provides Code of Student Conduct along with other useful links.
- **Office of Disability Accommodation**: ODA exist to prevent discrimination on the basis of disability and to help students reach a higher level of independence.
• **Counseling and Testing Services**: CTS provides counseling services to the UNT community as well as testing services; such as admissions testing, computer-based testing, career testing and other tests.

• **UNT Libraries**: online library services

• **Online Tutoring**: chat in real time, mark up your paper using drawing tools and edit the text of your paper with the tutor’s help.

• **The Learning Center Support Programs**: various program links provided to enhance the student experience.

• **Supplemental Instruction**: program for every student, not just for students that are struggling.

• **UNT Writing Lab**: offers free writing tutoring to all UNT students, undergraduate and graduate.

• **Math Tutor Lab**: located in GAB, room 440.

• **Succeed at UNT**: how to be a successful student information.

**Being a Successful Online Student**
- [What Makes a Successful Online Student?](#)
- [Self Evaluation for Potential Online Students](#)

**How the Course is Organized:**

The course is organized into 16 Weekly Sessions. Each session is a module. Each module is organized with three primary components: The Day’s Lectures which are the topics for the day’s lectures, Assigned Readings which are textbook assignments that are due that class day, and a To Do list which states the assigned in-class activities of the day for students.

Week One focuses on Getting Started in the course. Week Two focuses on the bare bones for starting a research conversation. Week Three focuses on modeling intervention and evaluation. Week four focuses on technical control of time and resources. Week Five looks at collaborative project planning. Week Six examines collaborative work agreements. Week Seven offers tools for presenting problem statements. Week Eight looks at developing a plan for working in the community. Week Nine is the Spring Break. Week Ten examines community leadership and collaboration techniques. Week Eleven examines community advocacy/leadership roles. Week Twelve looks at the academic as consultant and policy person. Weeks 13 thru 16 are student engagement in Grand Rounds.

We will explore the following list of topics throughout the semester, and I encourage you to begin the semester by reading this syllabus and the course calendar fully and by marking all of the assignments and due dates in your agenda before we begin. **This class is time consuming, and you will need to plan to spend a minimum of 3-5 hours per week on your assignments.** Work of high quality is expected to be submitted on time as stated in the course calendar.

**Course Weekly Modules and Weekly Topics:**

**Week 2**
The Bare Bones for Starting an Academic Research Conversation
- What Are You Complaining About?
- Evidence Based Needs Assessment
- Literature Review and Problem Specification
- Relevant Theoretical Perspectives & Hypotheses
- Methods
- Possible Data Sources
- Possible Funding Sources

Week 3
Modeling intervention and evaluation
- Modeling Designs for Interventions
- Project Logic Models & Evaluation Plan
- Evaluation Model Standards and Criteria

Week 4
Technical control of time and resources
- Project Timeline
- Project Budget & Narrative
- Boilerplate: Organizational Capacity Statement

Week 5
Collaborative project planning
- Facilitating Meeting for Constituent Agencies
- Determining Lead Agency and Partners
- Organizing Letters of Support, MOAs, Sub-contracts
- Matchup on Possible Funding Strategies
- Deciding Grants and Contracts Sequences

Week 6
Collaborative work agreements
- Establishing Lead Agency and Partners
- Allocating Deliverables
- Letters of Support, MOAs, Sub-contracts
- Testimony on Past Successful Collaborations
- Evidence regarding past funding successes

Week 7
Tools for Presenting Problem Statements
- Coordinate Graphing
- Barchart
- Block Diagram
- Cause and Effect Diagram
- Cost of Poor Quality
- Flow Chart
- Force Field Analysis
- Gantt Chart
- Tree Diagram

Week 8
Developing a Plan for Working in Community
- Asset and Resource Mapping
- Determining Service Utilization
- Conducting Interviews
- Conducting Surveys
- Conducting Focus Groups
- Key Informants
- SWOT Analysis
- Qualitative Methods to Assess Community Issues
- GIS for Community Mapping
- Lead Community Dialogue on Building Healthy Community
- Creating and Using Community Report Cards Using Public Records and Archival Data

Week 10
Community Leadership and Collaboration Techniques
- Community Engagement
- Identifying and Organizing a Constituency
- Creating an Agenda and Process
- Process Facilitation
- Consensus Building
- Mediation

Week 11
Community Advocacy Leadership Role
- Calling Press Conferences
- Creating News Briefs
- Developing Fact Sheets
- Public Speaking
- Testifying
- Serving on Panels and Blue Ribbon Committees
- Conducting Public Hearings
- Writing Campaigns
- Appearing on TV and Radio
- Expert Witness
- Networking and Constituency Building
- Public Protest
- Training and Educating Boards and Trustees

Week 12
The Academic as Consultant and Policy Person
- Outside Organizational Performance Reviewer
- Program Evaluator
- Grant Proposal Writer
- Compliance Reviewer
Helpful Tip: One of the really helpful tools in Blackboard makes it possible for you to forward posts from each discussion forum to your student email. If you have a smart phone, that means that you can read and respond to an interesting post from a classmate or me right from your smartphone email, which can be very convenient if you have a few minutes during the day.

To set this up, go into each discussion topic one at a time. and do this in each one. At the top of the discussion threads there is a tab that says "thread actions". Click to access the drop down menu and choose "subscribe". This will forward all of the posts to your my.unt.edu student email, which can be very convenient. If you discover that you don't find this helpful, you can always unsubscribe by clicking "unsubscribe" on the banner above the discussion forum. You will have to subscribe to each discussion topic individually but I have found it to be very useful!

IMPORTANT NOTE about Blackboard Downtime: Bb Learn is unavailable every Saturday night from 11:00pm until 2:00am CDT Sunday morning for system maintenance. Please remember this when planning your work in the course for the week.

What Should Students Do First?
Start Here
When you first access the course, click on Start Here in the course menu and complete the Blackboard Orientation. Please read the course syllabus completely and review the course calendar and UNT Academic Calendar, all of which are also located in Start Here. Complete the Zip Code Survey found in Start Here during the first week of the course. Finally, post your Personal Introduction, due week 1, in Start Here, following the guidelines for the personal introduction provided in that folder. Begin the first week’s reading assignment and note that your personal introduction and your initial posts for the first discussion forum are both due in the first week of the course on the date specified in the Course Calendar.