FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL[1]

	UGPC APPROVAL _____
	UFS APPROVAL _____
	SCNS SUBMITTAL _____
	CONFIRMED _____
	BANNER POSTED _____
	CATALOG _____

DEPARTMENT: EDLRM **COLLEGE: COLLEGE OF EDUCATION**

RECOMMENDED COURSE IDENTIFICATION:

PREFIX ADE _ COURSE NUMBER _6285 LAB CODE (L or C) _____

(*TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU*)

COMPLETE COURSE TITLE: Grant Writing and Program Management for Adult and Community NonProfit Organizations

EFFECTIVE DATE
(first term course will be offered)

_____FALL 2015_____

CREDITS[2]:
3 GRADUATE LEVEL

TEXTBOOK INFORMATION:
Yue, F., Terao, K., Schmidt, A. (2009). *Effective grant writing and program evaluation for human service professional.* Hoboken, NJ: Wiley & Sons ISBN: 9780470469989

GRADING (*SELECT ONLY ONE GRADING OPTION*): REGULAR __X____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:
This course provides an opportunity to explore the historical and philosophical approaches to grant writing and resource development in adult and community education, nonprofit organizations, or other community serving organizations, as well as the trends that are evolving such as the use of technology, sustainable practices, data management and analysis.

PREREQUISITES *:	COREQUISITES*:	REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
ADE 6381 OR PERMISSION OF INSTRUCTOR		GRADUATE LEVEL

* *PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.*

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORAL LEVEL IN EDLRM, OR PAD, HISTORY OF SUCCESSFUL GRANT ATTAINMENT. MEMBER OF GRADUATE FACULTY

Faculty contact, email and complete phone number:	Please consult and list departments that might be affected by the new course and attach comments.[3]
Dr. Valerie C. Bryan, Professor and Charles Stewart Mott Eminent Scholar, bryan@fau.edu, 954-592-3224 or 561-799-8639	School of Public Administration (offers PAD 6233) [no conflict noted]; in COE no conflict found in all the following departments: TL, ESW, CCEI, ESE, CE and CSD.

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Graduate College Dean: _____

UFS President: _____

Provost: _____

Date:

3/24/15
3/24/15
3/24/15
3/25/15
3/25/15

1. **Syllabus** must be attached; see guidelines for requirements: *www.fau.edu/provost/files/course syllabus.2011.pdf*

2. Review **Provost Memorandum: Definition of a Credit Hour** *www.fau.edu/provost/files/Definition Credit_Hour_Memo_2012.pdf*

3. **Consent** from affected departments (attach if necessary)

FAU

FLORIDA ATLANTIC UNIVERSITY

Department of Educational Leadership
College of Education

Course Number: ADE 6285 Masters/Specialists

Course Title: Grant Writing and Program Management for Adult and Community NonProfit Organizations

Instructor: Dr. Valerie C. Bryan, Professor, Educational Leadership in Adult and Community Education.

Office Hours: Monday & Tuesdays in Jupiter, 10:00-4:00. Select Appointments in Boca by request

Contact Information: Telephone: 561.799.8639 or Cell at 954.592.3224. Email: bryan@fau.edu
Office: Room 207 I, Education Classroom, Jupiter.

Teaching Assistant: Karen Fay, MNM, Ed.S.
Contact Information: Kfay4@fau.edu

Course Credits:
3 graduate credit hours

Course assignments are scheduled for each week for 15 weeks. Final presentations will serve as final exams for the course. Reading Days will be observed unless the University is closed for emergencies; then Reading Days may be used as class time.

Course Description:

This course provides an opportunity to explore the historical and philosophical approaches to grant writing and resource development in adult and community education, nonprofit organizations, or other community serving organizations, as well as the trends that are evolving such as the use of technology, sustainable practices, data management and analysis.

This course 1) will explore the historical/philosophical approaches to grant writing and resource development in adult, community education, nonprofit and community-serving organizations, as well as the trends; 2) address the use of grant writing/resource development to address problems and needs; 3) assure development of goals/objectives based on standards/assessment tools; 4) explored the purported practices/processes vs. the realities of

practice; 5) demonstrate the use and impact of technology in the grant writing process in identifying trends and needs specifically for disenfranchised populations and the role of measuring techniques and data analysis; 6) assure the value of sustainable philosophy during the grant writing process. Field research is incorporated in course. Course will stress reflection and critical review as an active learning process.

Developing effective grant writing and project management skills is essential to sustain today's organizations, processes and people. Because the process of successful grantsmanship begins long before the grant document is prepared, leaders of community based educational and nonprofit organizations need to understand how to prepare the organization to compete for and manage grant funds; how to align grant programs with organizational mission; how to plan appropriate goals and benchmarks; and how to measure outcomes.

Writing a successful grant proposal is a blend of art and science that requires content knowledge, writing proficiency, strong research skills, creativity, organizational ability, patience, and attention to detail. This course will provide students with the background necessary to develop a competitive funding proposal. The final project is part of a student's program portfolio.

This course provides an opportunity for learners to reflect on themselves as a leader in an adult and community education, nonprofit organizations, or other community serving organizations to examine in depth important questions or issues in the field.

A. Knowledge of how to research, identify, and match funding resources to meet specific needs	Students will become familiar with:
	Major trends in public and private funding policy and how to locate grant funds and opportunities
	Effects of applicants' organizational cultures, values, decision-making processes, and norms on the pursuit of grant opportunities.
	Potentially fundable programs and how to match funders to programs
	Interpreting (RFP) guidelines and requirements
B. Knowledge of organizational readiness with regard to grants	
	Organizational readiness and capacity for grant seeking, management and implementation
	The role of an Community-based and NPO's strategic plans in the grants process
	Conducting mission-focused planning and needs assessments
	Obtaining internal institutional support for grant-seeking activities
	Sustainability of grant-funded programs
	The ethics surrounding grant seeking and management
	Financial and programmatic accountability
C. Knowledge of effective program and project design and development	
	Methods of building partnerships and facilitating collaborations among applicant groups/stakeholders, local, state and federal agencies

	Structures, values, and applications of logic models in project design.
	Understand definitions of and interrelationships among project goals, objectives, activities, evaluation.
	Understand how to identify and respond to data-driven questions.
	Identify existing community resources
	Identify effects of accurate and defensible evaluation
	Understand how to sustain projects through to completion
D. Knowledge of how to craft, construct, and submit an effective grant application. Interpret grant application request for proposal (RFP) guidelines and requirements	Identify elements of standard grant proposal applications (e.g., abstracts & summaries, prior experience, needs assessments and statements, project objectives, project designs and methods, project narratives, activities, action plans, timelines, project evaluations, budgets, dissemination plans, future funding or sustainability statements, appendices, attachments).
	Organizing the process of submitting high-quality proposals on time.
	Accurate and appropriate data sources to support proposals .
	Appropriate, sequential, consistent, and logical presentations of grant-narrative elements and
	Proposal-writing approaches, styles, tones, and formats
	Identify appropriate and accurate uses of visuals in proposals
	Practices for developing realistic, accurate line-item and narrative budgets and for expressing the relationships in budget narrative.
	Sources of in-kind matches for project budgets.
	Identify factors that limit how budgets should be written (e.g., matching requirements, supplanting issues, indirect costs, prevailing rates, performance-based fees, client fees, collective bargaining, allowable versus non-allowable costs).
	Identify methods for submitting proposals electronically.

Required Texts:

Yue, F., Terao, K., Schmidt, A. (2009). *Effective grant writing and program evaluation for human service professional.* Hoboken, NJ: Wiley & Sons ISBN: 9780470469989

Recommended References:

Apps, J. W. (1994). *Leadership for the emerging age: Transforming practice in adult and continuing education.* San Francisco: Jossey-Bass. (ISBN: 0-7879-0036-2)

Brewer, E.W., Achilles, C.M., Fuhriman, J.R., & Hollingsworth, C. (2001). Finding funding, 4th edition. Grantwriting from start to finish, including project management and internet use. Thousand Oaks, CA: Corwin Press/A Sage Publication.

Brockett, R., & Hiemstra, R. (2004). *Toward ethical practice.* Malabar, FL: Krieger. (ISBN: 0-89464-993-0)

Brockett, R. (Ed.) (1991). *Professional development for educators of adults.* New Directions for Adult and Continuing Education (No. 51). San Francisco: Jossey-Bass.

Creswell, J.W. (2005). *Educational research: Planning, conducting, and evaluating quantitative*

and qualitative research. Upper Saddle River, NJ: Pearson, Merrill-Prentice Hall.

Hall, M. S. (1988). *Getting funded: A complete guide to proposal writing, 3rd edition.* Portland, OR: Continuing Education Publications, Portland State Univeristy.

Houle, C. O. (1992). *The literature of adult education.* San Francisco: Jossey-Bass.

Huber, N. S. (1998). *Leading from within: Developing personal direction.* Malabar, FL: Krieger.

Knowles, C. (2002). *The first-time grantwriter's guide to success.* Thousand Oaks, CA: Corwin Press/A Sage Publications Company.

Karsh. E. & Fox, A.S. (2003 or latest edition).*The only grant-writing book you'll ever need, 2nd ed..* ISBN: 0786711752.*The complete idiots guide to grant writing.* ISBN: 159257151514.

Kreitlow, B. W. & Associates (1981). *Examining controversies in adult education.* San Francisco: Jossey-Bass.

Merriam, S. B., & Brockett, R.(1997). *The profession and practice of adult education.* San Francisco: Jossey-Bass.

Merriam, S. B., & Simpson, E. L. (1995). *Guide to research for educators and trainers of adults.* Malabar, FL: Krieger. (ISBN: 0-89464-849-7)

Publication manual of the American Psychological Association (5th ed.). (2001).Washington, D.C.: American Psychological Association. (ISBN: 1-55798-243-0)

Successful Images, Inc. (2000). The grantwriter's start-up kit: a beginner's guide to grant proposals. San Francisco, CA: Jossey-Bass, a Wiley Company.

Thompson, W. (2003).*The complete idiots guide to grant writing.* Indianapolis , IN : The Penguin Group. ISBN: 159257151514.

Class Meeting Dates and Location:

Classroom meetings Face-to Face via Skype, Lync or Blackboard. All assignments will be posted in Blackboard.

Classroom: For those wishing to attend a face-to-face class, Echo classrooms will be used.

Library Information:

All students are expected to have online access to the University Library, which enables you to access full-text articles from hundreds of journals. You can access the FAU Libraries Proxy Server information through the FAU Libraries home page. You must have a valid student Owl Card to set up your Proxy Server on your home computer with the USER ID (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD (the three-letter acronym for the school: fau). For an introduction, go to http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm.

Audio/Visual Technology:

Computer: Blackboard Distance Learning, E-mail, Power Point Presentations, Word processing, Elluminate conferencing, overhead projector/transparencies, computer projector, VCR, videotapes and audiotapes.

Guidelines Used In Developing Course Objectives:

CPAE Guidelines for Graduate Programs in Adult Education, ASTD Competency List, Adult Educator Assessment, among others; incorporated in Knowledge, Attitudes, and Skills for Adult Educators (KASAE)
Florida Educational Leadership Examination Competencies
Florida Principal Competencies
NCATE Competencies

Course Objectives:

This course will provide students with the background necessary to develop a competitive funding proposal. The course work will focus on:

- Organizational readiness
- Grant research – finding funding
- Components of an application
- Technical skills
- Budget development
- Strategies for developing a program
- How to identify potential funding sources
- How to read and understand proposal guidelines and requests for proposals (RFP)
- Writing objectives
- Procedures for grants submission, start-up and close-out
- The grant review process
- Writing cover letters, letters of intent, reports and final summaries

Learners will:
- Participate in class and group discussions and on-line discussions
- Examine the grant writing challenges and issues facing nonprofit and education leaders

- Explore in depth selected issues or questions of importance to the field including:
    o Organizational readiness
    o Fitting grant-funded programs into existing organizations
    o Appropriate uses for grant funds in an organization
    o Managing grant funded programs
- Create a collection of resources (*Compendium of Resources*) for future us as a grant writer:
    o request for proposals from state, federal organizations and/or family or corporate foundations;
    o data sources to justify need for topic (e.g., census data sites, professional organizations, etc.);
    o assessment procedures or forms that can serve to justify what needs to be accomplished or what was accomplished (e.g., surveys, fiscal reports, transfer of learning data, etc.);
    o personal contacts to assist in justification of project.

- Demonstrate mastery of presentation and facilitation skills for adult learners by

conducting a seminar session on the topic chosen.
- Develop a personal plan for continuing professional development in this arena.

Course Requirements:

1. Participate in class discussions either in person when course formally meets or via the Discussion Board when appropriate.

2. Read articles each week for discussion. Submit critiques of four articles in APA format that addresses trends or issues in grant writing and resource development in today's world. Be prepared to post to Blackboard.

3. Research and present a grant-related project based on your independent research in the literature and in the field. Design and a present the complete program proposal, educational or otherwise, for an organization. This paper will be presented in a written research report in APA style if appropriate to funding agency.

3a. The elements of the program and of your presentation, must include, at a minimum:

- The target population
- A fully developed need statement
- An executive summary
- A detailed program description
- Clearly articulated outcomes and deliverables
- An evaluation plan
- A logic model
- A program timeline
- A program budget
- Potential funding sources

4. Develop a plan for sustaining the elements of your project, including the target population, funding, staff, facilities and environment.

5. Present your research on a current grant or program management topic to the class. Use any tools you like to convey the information. Then lead a discussion about the topic and conclusions and implications, other information from the literature or the learners' experiences. Make sure references are appropriately documented in all handouts or presentations.

*Use APA format for citations in the text of written products and in the reference list.

Working Plan

Class/Date	Assignments
Class #1	Introduction

Class/Date	Assignments
Blackboard Readings	Chapters 1 & 2 in text for Week 2 discussion
Blackboard	Log on to BB and become familiar with the class site
Blackboard	Carefully review the syllabus and assignments posted under their respective headings in BB
Blackboard	Review Fictitious Organizations-will need to develop three grant-related goals for the organization and be ready to discuss in Week 2 or 3
Welcome & Intro	Welcome and Introduction PowerPoint
In Class	Introduce yourself to the class. Include your learning priorities for this class as well as professional aspirations. Also include your group work style.
In Class	Discussion of course and syllabus
In-Class	Read and reflect: "To be of use" This will be for a discussion on nonprofit sentiment and attitude
In Class	*Group exercise – develop class norms and "parking sheet" for terms
In Class	Please develop ONE answer to the question: "**What do you want to learn about grant writing from this class?**" and ONE answer to the question, "**What do you want to learn about program management from this class?**" Post the answers to BB in the space provided.
In Class	PowerPoint: Grantseeking 2014
Homework Assignment #2	Readings for Week 2
Class #2	What is a Grant?
Blackboard PowerPoint(s)	What is a grant? What is a program?
Text Readng	Chapters 1 & 2
Blackboard Readings	Be prepared for extensive information on grants: * 5-6 articles on NPO/Grant topics such as ethics, access, evaluation and measurement, fiscal management
Blackboard Help	Nonprofit Almanac Brief 2011 and Acronyms & Visuals
In Class Discussion	Readings about grants and programs
In-class Learning Activity	In groups, do "candy organization"
Class #3	What is a program?
Assignment 1 Due	
Blackboard Readings	Materials to review in Blackboard re: Programs
Text Readings	Chapter 5
In class	Discussion of papers and topics
In Class	PowerPoint and other information: **What is a program?**
In Class Group Exercise	The class will break out into groups. Each group will have time to meet and discuss their 3 goals for their organization to the class, along with their grantwriting plan to meet one of the goals.
In Class Discussion	*What makes a 'good' program? How do they happen? Where*

Class/Date	Assignments
	do the guidelines come from?
In Class Review	*Chronicle of Philanthropy*
Class # 4	**Finding Funding & Making Matches**
In computer lab	Class will meet in the computer lab
In computer lab	Guests from the Jr. League, Foundation Center, PB County Counts
Readings	Chapter 2 review
Blackboard	Readings about matches and funding sources
In-class discussion	The basic structure of a typical grant application and sources of funding – focus on the abstract and statement of need.
In-class activity	Work groups must be chosen and a fictitious/real organization must be chosen by each group.
Class #5	**Overview of Components**
In Class	The statement of need
In Class	Introduction of Grants.gov
In Class	Discussion of other proposal formats – • IMLS Website • Cybergrants
In Class	APA and Research Writing – PhD. Research topics
In Class	Real examples
In Class	Project Design – Logic Models
In Class	Needs Statement
In Class	Project Design
In Class	Goals and Benchmarks
In Class	Logic Model
In Class	Evaluation
In Class	Budget
In Class	Budget Narrative
Discussion	Logic Models – Needs Statements
In-class mini presentation	Presentation of program
In Class Group Work	*Brief initial program presentation*
Class #6	**Organizational Readiness**
In Class	Organizational Readiness #1 – Organizational Assessment
Group work	
Class # 7	**Organizational Readiness #2 – Logic Models**
Text Reading	Chapters 3-5
Group work	Work together to complete your group's Statement of Need.
Individual Work	Work individually to complete your personal Professional Development Plan

Class/Date	Assignments
Class #8	Data Collection and Management
Text Reading	Chapter 6
In Class	Logic Models
In Class Group Work	Logic model assignment
Assignment 2 Due-	
Class #9	**Marketing and Public Relations**
Readings	Marketing and Public Relations and Communicating Clearly
Blackboard	Communicating Clearly
Group Work Assignment	Create a Marketing Plan for your program. Include a name, logo, and Mission Statement no longer than 15 words (see if you can do this). See BB for further instructions
Class #11	VACATION
Class #12 –	**Evaluation and Measurement of Programs**
Text Readings	Chapters 3-6
Readings	
In Class	Professional Development Plan review
Assignment 3 Due	
Class #13	**Measuring impact**
Readings	Logical and Ethical Considerations
In Blackboard	Discussion on text chapter
Class #14	**On-line budgets** and Budget Narratives
Assignment 4 Due	
Discussion	On papers
Class #15	**Program Management & Cost Accounting**
Readings	Maintaining Effectiveness
Class #16	**Cost Accounting**
In Class	Info on cost accounting
Class #15	PRESENTATIONS
Class #16	PRESENTATIONS

Guidelines for Written Work:

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his [sic] sentences short, or that he [sic] avoid all detail and treat his [sic] subjects only in outline, but that every word tell.
  William Strunk Jr. (1959)

At least four articles regarding a current grant or program management topic should be submitted during the semester. Articles that are research-based are encouraged, but articles that show application are acceptable for the first assignment.

Each class, we will share articles with one another on specific topics related to our area of interest. Please integrate your selected articles and critique them. Remember a critique summarizes, then discusses the pros and cons of the information available.

Author should remain in third person throughout the critique. A minimum two page summary/critique that combines the thoughts of all three articles is appropriate. Bring a copy of the original articles to class for you and for the guest editor to keep.

Double space your summary/critique with 1" margins using 12 point Times Roman type on standard white paper. Use specifications set in Publication Manual of the American Psychological Association (6th ed.). On your title page include the title of your piece, your name and affiliation, your physical address, Your email address, date of submission. Type your critique on a separate page(s).One or two persons will be selected as a guest editor for the critiques for each class we meet.

Each class we will have a main topic to discuss an in some cases a guest speaker to share information. Some of the information from the guest speakers will be how-tos and some may be research they have recently completed or in process of.

Grading:

Please note that Incompletes are discouraged. It is imperative that you begin the IRB process early enough to complete your work in the semester.

Incomplete Grade Policy:
Incomplete grades can be given only under extraordinary circumstances. If you will need to take an incomplete, you must obtain the appropriate form from the department secretary and have it signed by your professor. If the work has not been completed within the time specified on the form, the grade automatically becomes an F (University policy). It is your responsibility to note the date and complete the work on time.

Participation and Discussions with class and/or with instructor (including Blackboard and face-to-face meetings)	10%
Four assignments	40%
Major Grant-related Research Paper	25%

Presentation to Class on Grant-related topic   25%

Grading/Evaluation Criteria:
This course will follow FAU's grading policy.
A   = 4.0   A- = 3.67
B+ = 3.33 B   = 3.00 B- = 2.67
C   = 2.00 C- = 1.67
D+ = 1.33 D   = 1.00 D- = 0.67
F   = 0

Special Needs:

In compliance with the Americans with Disabilities Act (ADA) students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located on the Boca Campus SU133,561-297-3880, on the Davie Campus, MD1, 954-236-1222, the Jupiter campus, SR 117, 561-799-8585, or on the Treasure Coast campus, CO 128, 772-873-3305 and follow all OSD procedures.

Class Attendance and Religious Holidays:

If class meetings conflict with your celebration of religious holidays, please contact me. According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. Regular attendance at scheduled sessions is expected. Please notify your professor if you must be absent.

Non-Degree Status

Important notice: Students may take no more than 12 hours prior to being admitted to a degree program or being programmed for certification.

Academic Misconduct:

Acts of dishonesty in any work constitute academic misconduct. The academic misconduct disciplinary policy will be followed in the event of academic misconduct. Please note the policy on academic misconduct in your student handbook.

Fau E-Mail Required

An FAU email address is automatically set up for you when you register for a class. All correspondence to you from the University will be sent to that email. Be sure you check it regularly or forward it to your preferred email address.

Readings: As this is a seminar class which will explore a number of different topics, additional books will be recommended based on the other topics chosen.
Some of the journals which you may find helpful are listed below.

Adult Education Quarterly
Adult Learning (formerly *Lifelong Learning*)
Adult Literacy and Basic Education
Community Education Journal
Community Education Research Digest
Convergence
HRD Quarterly
Improving Human Performance
International Journal of Lifelong Learning
International Journal of Lifelong Education
Innovative Higher Education
Journal of Research and Development in Education
Journal of Humanistic Psychology
Media and Methods
Performance and Instruction
Training
Training and Development Journal

Online Sources: In addition, many of the online materials will be available in Blackboard each week. When available, video or podcasts will be provided as well. Student should keep his/her own compendium of resources including URLs for future work.

Among the sources for current research in the grant and program management area are:

> Grant Professionals Association: http://grantprofessionals.org/
> National Grant Management Association: www.ngma.org
> ARNOVA: http://www.arnova.org/index.php
> Nonprofit Research Center: http://www.nprcenter.org/

There are many more sources you are encouraged to use. Please keep adding to the list for your own personal use. You will find numerous URLs to include in your work. Keep in mind URLs do change so list the name of the source and the URL.

COLLEGE FOR DESIGN AND SOCIAL INQUIRY
School of Public Administration
777 Glades Road, SO 202
Boca Raton, FL 33431
tel: (561) 297-2330
www.fau.edu/spa

August 28, 2014

Graduate Programs Committee Members:

I support the new course: Grant Writing and Program Management for Adult and Community Nonprofit Organizations. This course will complement existing programs in the Master of Nonprofit Management program and will serve as a recommended elective in the MNM program.

Sincerely,

Ronald C. Nyhan, Ph.D.
Associate Professor, School of Public Administration
Coordinator, MNM Program

Safeeia Azam

From:	Robert Shockley
Sent:	Monday, February 02, 2015 4:21 PM
To:	Safeeia Azam
Cc:	Valerie Bryan; Paul Peluso
Subject:	Course Submissions for ACE

You have letters of support for TL, ESW, CCEI, and ESE. I have yet to hear from CE and CSD. Please forward these letters for inclusion in the COE Graduate Programs Committee with all the required materials.   Bob

From:	Robert Shockley
Sent:	Monday, February 02, 2015 4:16 PM
To:	Safeeia Azam
Subject:	FW: Courses for ACE Masters

From: Michael Brady
Sent: Friday, January 30, 2015 6:05 PM
To: Robert Shockley
Subject: RE: Courses for ACE Masters

Bob:

1. I've reviewed the three courses your Department has proposed, and see no conflict or overlap with the courses or curriculum in the ESE Department with ADE 6684 and ADE 6695.

2. There is considerable overlap with ADE 6285, your proposal for the grants course. The ESE Department has offered EEX 7526: Grant Writing for many years. Much of the content, as well as the work activities in your ADE course mirrors EEX 7526. In addition, students from your department and others have frequently enrolled in EEX 7526. To identify overlap, however, does not imply conflict. Your proposal for ADE 6285 also includes attention to program management, and the context for your Department's course rests within adult and community organizations. While there is overlap there as well, there are also differences between the two courses. I do not see conflict between the courses or programs, and the redundancy is not problematic from our perspective.

Good luck,

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

Attached are three new courses that are being proposed for the department's Educational Leadership Master's Degree with emphasis in Adult and Community Education. The faculty have spent the past year planning for a restructuring of this program and these new courses are reflected in this effort. The proposed new courses are:

- ADE 6285   Grant Writing and Program Management for Adult and Community NonProfit Organizations
- ADE 6684   Assessment, Planning and Sustainability with Geospatial Technologies
- ADE 6695   Sustainability Leadership for ACE Entrepreneurs and Change Agents

1

From: Robert Shockley
Sent: Monday, February 02, 2015 4:16 PM
To: Safeeia Azam
Subject: FW: Courses for ACE Masters

From: Michael Whitehurst
Sent: Saturday, January 31, 2015 2:14 PM
To: Robert Shockley
Subject: RE: Courses for ACE Masters

Bob,
No conflict with ESHP.
Mike

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

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- ADE 6285   Grant Writing and Program Management for Adult and Community NonProfit Organizations
- ADE 6684   Assessment, Planning and Sustainability with Geospatial Technologies
- ADE 6695   Sustainability Leadership for ACE Entrepreneurs and Change Agents

This degree will now have a focus on sustainability issues and will be unique in Florida. We are excited about the program's marketability with these revisions. Please review and get back to me if your department sees any conflicts. Thanks. Bob

From:	Robert Shockley
Sent:	Monday, February 02, 2015 4:17 PM
To:	Safeeia Azam
Subject:	FW: Courses for ACE Masters

From: Barbara Ridener
Sent: Sunday, February 01, 2015 9:45 PM
To: Robert Shockley
Subject: RE: Courses for ACE Masters

I do not have any concerns.

Barbara

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

Attached are three new courses that are being proposed for the department's Educational Leadership Master's Degree with emphasis in Adult and Community Education. The faculty have spent the past year planning for a restructuring of this program and these new courses are reflected in this effort. The proposed new courses are:

- ADE 6285   Grant Writing and Program Management for Adult and Community NonProfit Organizations
- ADE 6684   Assessment, Planning and Sustainability with Geospatial Technologies
- ADE 6695   Sustainability Leadership for ACE Entrepreneurs and Change Agents

This degree will now have a focus on sustainability issues and will be unique in Florida. We are excited about the program's marketability with these revisions. Please review and get back to me if your department sees any conflicts. Thanks. Bob

From:	Robert Shockley
Sent:	Monday, February 02, 2015 4:17 PM
To:	Safeeia Azam
Subject:	FW: Courses for ACE Masters

From: Emery Hyslop-Margison
Sent: Friday, January 30, 2015 6:12 PM
To: Robert Shockley
Cc: Valerie Bristor
Subject: RE: Courses for ACE Masters

CCEI is fine with the courses Dr. Shockley!

Dr. Emery J. Hyslop-Margison

Professor and Chair

Department of Curriculum, Culture and Educational Inquiry

College of Education

Florida Atlantic University

Boca Raton, FL 33431

Email: ehyslopmargison@fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

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