Graduate Programs—NEW COURSE PROPOSAL

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

CREDITS: 3 GRADUATE LEVEL

TEXTBOOK INFORMATION:

EFFECTIVE DATE
(first term course will be offered)
FALL 2015

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 *:
ADE 6381 OR PERMISSION OF INSTRUCTOR

COREQUISITES *:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL) *:
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:
Dr. Valerie C. Bryan, Professor and Charles Stewart Mott Eminent Scholar, bryan@fau.edu, 954-592-3224 or 561-799-8639

Please consult and list departments that might be affected by the new course and attach comments.³
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: 3/29/15

1. Syllabus must be attached; see guidelines for requirements:

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)

FAUnewGrad—Revised November 2014
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.*

<table>
<thead>
<tr>
<th>A. Knowledge of how to research, identify, and match funding resources to meet specific needs</th>
<th>Students will become familiar with:</th>
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<tbody>
<tr>
<td>Major trends in public and private funding policy and how to locate grant funds and opportunities</td>
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<td>Effects of applicants' organizational cultures, values, decision-making processes, and norms on the pursuit of grant opportunities.</td>
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<td>Potentially fundable programs and how to match funders to programs</td>
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<tr>
<td>Interpreting (RFP) guidelines and requirements</td>
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<table>
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<tr>
<th>B. Knowledge of organizational readiness with regard to grants</th>
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<tbody>
<tr>
<td>Organizational readiness and capacity for grant seeking, management and implementation</td>
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<tr>
<td>The role of an Community-based and NPO's strategic plans in the grants process</td>
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<td>Conducting mission-focused planning and needs assessments</td>
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<td>Obtaining internal institutional support for grant-seeking activities</td>
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<td>Sustainability of grant-funded programs</td>
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<tr>
<td>The ethics surrounding grant seeking and management</td>
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<td>Financial and programmatic accountability</td>
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</tbody>
</table>

| 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.

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**Required Texts:**


**Recommended References:**


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:
  - Organizational readiness
  - Fitting grant-funded programs into existing organizations
  - Appropriate uses for grant funds in an organization
  - Managing grant funded programs

- Create a collection of resources (Compendium of Resources) for future us as a grant writer:
  - request for proposals from state, federal organizations and/or family or corporate foundations;
  - data sources to justify need for topic (e.g., census data sites, professional organizations, etc.);
  - 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.);
  - 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

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Class #1</td>
<td>Introduction</td>
</tr>
<tr>
<td>Class/Date</td>
<td>Assignments</td>
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</tr>
<tr>
<td>Blackboard Readings</td>
<td>Chapters 1 &amp; 2 in text for Week 2 discussion</td>
</tr>
<tr>
<td>Blackboard</td>
<td>Log on to BB and become familiar with the class site</td>
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<tr>
<td>Blackboard</td>
<td>Carefully review the syllabus and assignments posted under their respective headings in BB</td>
</tr>
<tr>
<td>Blackboard</td>
<td>Review Fictitious Organizations—will need to develop three grant-related goals for the organization and be ready to discuss in Week 2 or 3</td>
</tr>
<tr>
<td>Welcome &amp; Intro</td>
<td>Welcome and Introduction PowerPoint</td>
</tr>
<tr>
<td>In Class</td>
<td>Introduce yourself to the class. Include your learning priorities for this class as well as professional aspirations. Also include your group work style.</td>
</tr>
<tr>
<td>In Class</td>
<td>Discussion of course and syllabus</td>
</tr>
<tr>
<td>In-Class</td>
<td>Read and reflect: &quot;To be of use&quot; This will be for a discussion on nonprofit sentiment and attitude</td>
</tr>
<tr>
<td>In Class</td>
<td>*Group exercise—develop class norms and “parking sheet” for terms</td>
</tr>
<tr>
<td>In Class</td>
<td>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.</td>
</tr>
<tr>
<td>In Class</td>
<td>PowerPoint: Grantseeking 2014</td>
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<tr>
<td>Homework Assignment #2</td>
<td>Readings for Week 2</td>
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<tr>
<td>Class #2</td>
<td>What is a Grant?</td>
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<tr>
<td>Blackboard PowerPoint(s)</td>
<td>What is a grant? What is a program?</td>
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<tr>
<td>Text Reading</td>
<td>Chapters 1 &amp; 2</td>
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<tr>
<td>Blackboard Readings</td>
<td>Be prepared for extensive information on grants: * 5-6 articles on NPO/Grant topics such as ethics, access, evaluation and measurement, fiscal management</td>
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<tr>
<td>Blackboard Help</td>
<td>Nonprofit Almanac Brief 2011 and Acronyms &amp; Visuals</td>
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<tr>
<td>In Class Discussion</td>
<td>Readings about grants and programs</td>
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<tr>
<td>In-class Learning Activity</td>
<td>In groups, do “candy organization”</td>
</tr>
<tr>
<td>Class #3</td>
<td>What is a program?</td>
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<tr>
<td>Assignment 1 Due</td>
<td>Materials to review in Blackboard re: Programs</td>
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<tr>
<td>Blackboard Readings</td>
<td>Chapter 5</td>
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<tr>
<td>Text Readings</td>
<td>Discussion of papers and topics</td>
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<tr>
<td>In Class</td>
<td>PowerPoint and other information: What is a program?</td>
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<tr>
<td>In Class Group Exercise</td>
<td>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.</td>
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</tbody>
</table>
| In Class Discussion| What makes a ‘good’ program? How do they happen? Where
<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td><em>do the guidelines come from?</em></td>
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<tr>
<td>In Class Review</td>
<td><em>Chronicle of Philanthropy</em></td>
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<td><strong>Class # 4</strong></td>
</tr>
<tr>
<td>In computer lab</td>
<td>Finding Funding &amp; Making Matches</td>
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<tr>
<td>In computer lab</td>
<td>Class will meet in the computer lab</td>
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<tr>
<td>In computer lab</td>
<td>Guests from the Jr. League, Foundation Center, PB County Counts</td>
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<tr>
<td>Readings</td>
<td>Chapter 2 review</td>
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<tr>
<td>Blackboard</td>
<td>Readings about matches and funding sources</td>
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<tr>
<td>In-class discussion</td>
<td>The basic structure of a typical grant application and sources of funding – focus on the abstract and statement of need.</td>
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<tr>
<td>In-class activity</td>
<td>Work groups must be chosen and a fictitious/real organization must be chosen by each group.</td>
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<td><strong>Class #5</strong></td>
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<tr>
<td>In Class</td>
<td>Overview of Components</td>
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<tr>
<td>In Class</td>
<td>The statement of need</td>
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<tr>
<td>In Class</td>
<td>Introduction of Grants.gov</td>
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<tr>
<td>In Class</td>
<td>Discussion of other proposal formats –</td>
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<td>• IMLS Website</td>
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<td>• Cybergrants</td>
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<tr>
<td>In Class</td>
<td>APA and Research Writing – PhD. Research topics</td>
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<tr>
<td>In Class</td>
<td>Real examples</td>
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<tr>
<td>In Class</td>
<td>Project Design – Logic Models</td>
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<td>In Class</td>
<td>Needs Statement</td>
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<tr>
<td>In Class</td>
<td>Project Design</td>
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<td>In Class</td>
<td>Goals and Benchmarks</td>
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<td>In Class</td>
<td>Logic Model</td>
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<td>In Class</td>
<td>Evaluation</td>
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<td>In Class</td>
<td>Budget</td>
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<td>In Class</td>
<td>Budget Narrative</td>
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<tr>
<td>Discussion</td>
<td>Logic Models – Needs Statements</td>
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<tr>
<td>In-class mini presentation</td>
<td>Presentation of program</td>
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<tr>
<td><strong>In Class Group Work</strong></td>
<td><strong>Brief initial program presentation</strong></td>
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<td><strong>Class #6</strong></td>
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<tr>
<td>In Class</td>
<td>Organizational Readiness</td>
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<tr>
<td>Group work</td>
<td>Organizational Readiness #1 – Organizational Assessment</td>
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<td><strong>Class # 7</strong></td>
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<tr>
<td>Text Reading</td>
<td>Organizational Readiness #2 – Logic Models</td>
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<tr>
<td>Group work</td>
<td>Chapters 3-5</td>
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<tr>
<td>Group work</td>
<td>Work together to complete your group’s Statement of Need.</td>
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<tr>
<td>Individual Work</td>
<td>Work individually to complete your personal Professional Development Plan</td>
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<tr>
<td>Class/Date</td>
<td>Assignments</td>
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<tr>
<td>Class #8</td>
<td>Data Collection and Management</td>
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<tr>
<td>Text Reading</td>
<td>Chapter 6</td>
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<tr>
<td>In Class</td>
<td>Logic Models</td>
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<tr>
<td>In Class Group Work</td>
<td>Logic model assignment</td>
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<tr>
<td><strong>Assignment 2 Due</strong></td>
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<tr>
<td>Class #9</td>
<td>Marketing and Public Relations</td>
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<tr>
<td>Readings</td>
<td>Marketing and Public Relations and Communicating Clearly</td>
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<tr>
<td>Blackboard</td>
<td>Communicating Clearly</td>
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<tr>
<td>Group Work Assignment</td>
<td>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</td>
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<tr>
<td>Class #11</td>
<td>VACATION</td>
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<tr>
<td><strong>Class #12 —</strong></td>
<td>Evaluation and Measurement of Programs</td>
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<tr>
<td>Text Readings</td>
<td>Chapters 3-6</td>
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<td>Readings</td>
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<tr>
<td>In Class</td>
<td>Professional Development Plan review</td>
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<td><strong>Assignment 3 Due</strong></td>
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<tr>
<td>Class #13</td>
<td>Measuring impact</td>
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<tr>
<td>Readings</td>
<td>Logical and Ethical Considerations</td>
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<tr>
<td>In Blackboard</td>
<td>Discussion on text chapter</td>
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<tr>
<td>Class #14</td>
<td>On-line budgets and Budget Narratives</td>
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<tr>
<td><strong>Assignment 4 Due</strong></td>
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<tr>
<td>Discussion</td>
<td>On papers</td>
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<tr>
<td>Class #15</td>
<td>Program Management &amp; Cost Accounting</td>
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<tr>
<td>Readings</td>
<td>Maintaining Effectiveness</td>
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<tr>
<td>Class #16</td>
<td>Cost Accounting</td>
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<tr>
<td>In Class</td>
<td>Info on cost accounting</td>
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<tr>
<td>Class #15</td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td>Class #16</td>
<td>PRESENTATIONS</td>
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</tbody>
</table>

**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/](http://grantprofessionals.org/)
National Grant Management Association:  [www.ngma.org](http://www.ngma.org)
Nonprofit Research Center:  [http://www.nprcenter.org/](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.
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
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
Safeeia Azam

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

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