Instructor: Dr. Rick Hoefer
Office: Social Work Building A, room 214
Telephone number to leave messages: (I prefer you to send an email): 817-272-3928
E-mail: rhoefer@uta.edu
Faculty Profile URL: www.uta.edu/mentis/profile/?384
Office hours: Thursdays 1-1:45 p.m. and by appointment
Time and Place of Class Meetings: Thursday 2:00 – 5:00, Room: Social Work A, rm.

DESCRIPTION OF COURSE CONTENT: Writing grants is both a vital skill for CAP graduates (and others) and a way to bring together many elements of your social work macro education. This skill encompasses program design, research, evaluation, budgeting, and position description skills. In this class, students will identify key funding opportunities in their fields of interest and will write a proposal using an actual federal request for proposals. The majority of the course is devoted to developing the skills and knowledge necessary to produce a competitive proposal.

STUDENT LEARNING OUTCOMES:
By the end of this course, students will be able to:
1. Identify and locate suitable grant-funding opportunities for their individual substantive areas of interest.
2. Construct a federal grant proposal for a minimum of $100,000.
3. Confidently evaluate and review grant applications.
4. Apply their knowledge of diverse populations, needs assessment, capacity building, program development and planning, evidence-based practice, budgeting, evaluation, and community collaboration for the purpose of grant proposal development.
5. Identify methods of promoting the competitiveness and fundability of grant applications.
6. Develop programs and evaluation plans that are culturally appropriate and comply with human subjects research guidelines.
7. Understand and operate within the context of contemporary social work grantwriting practice.

Note: The course instructor reserves the option to modify the course syllabus throughout the course by adding guest speakers, audio visual media, instructional technology, or supplemental materials and/or modifying assignments or making substitutions so long as course objectives are met and the overall grading criteria are maintained. The instructor may assess the class members’ understanding of the course content at any time by administering an unannounced quiz or other evaluation, which will then be averaged into the final grade.

COURSE PRE- OR CO-REQUISITES: The co-requisite for this course is SOCW 6371 Community and Administrative Practice. This means you should already have taken this course or be enrolled in it this semester. Students who have not taken this course must be willing to work harder to understand basic CAP concepts.
IMPORTANT NOTE: You may not use work for other courses for credit in this course or vice versa.

REQUIRED TEXT BOOK AND OTHER COURSE MATERIALS:


You have a choice:
- You may purchase the book (through Amazon will be quickest) OR
- I am giving you access to pdf files of the book chapters. These files may not be exactly like the printed version, but they will be close. You may print it off for your own use. By the time you print it off, you may find it less expensive to just purchase the book. IT IS KINDLY REQUESTED YOU DO NOT SHARE THIS COPYRIGHTED MATERIAL, I AM PROVIDING IT TO YOU FREE BECAUSE YOU ARE IN THIS CLASS.

Supplemental Texts
There are no required supplemental texts, but there are other instructional materials you are required or recommended to watch, listen to, and/or read.

DESCRIPTION OF MAJOR ASSIGNMENTS AND EXAMINATIONS

Expectations for written work: Text citations and reference lists must be in correct APA (6th ed.) format. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated with any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. Assignments should be carefully proofed for spelling and grammar.

NOTE: Failure to turn in any part of an assignment by the due date will result in an automatic deduction of 10% for each day late, unless prior approval is obtained from the instructor.

Assignments will, unless otherwise specified, be uploaded to the BlackBoard course shell.

Students must bring a laptop computer or tablet that can be used for in-class exercises EVERY week.

Major Assignments

Discussion Posts (60 points total): Students will respond to questions posed in the discussion board as indicated for most of the semester. Students are to treat their answers as formal writing and should write a draft answer, edit it, and then polish it before posting to the discussion board. The number of points for each post is indicated. Be sure to take into account all these factors in your response: content and responding to the question; organization and writing style; and grammar and spelling.
Interview with a Grantwriter (STUDENT LEARNING OUTCOME 7) (30 Points). Due September 28 BEFORE 2 pm.
Each student must find a person who is actively writing grants for a nonprofit human services organization and interview him or her. A list of questions that are required is provided later in the syllabus—you may include additional questions. You must obtain permission to record and then actually record the interview. The interview may only be turned in only MP3 format. The uploading of the interview so I can listen to it is a part of the assignment grade. The interview should be between 25 and 40 minutes long.

In order to avoid the same grantwriters being interviewed more than once, you must allow me to know who you would like the interviewee to be before doing any interview. I must give permission before you actually do the interview.

Once the interview is completed, you will write up an overview of the interview (not a transcript) where you will answer these questions:

- Who is the person, and what is his or her background in grantwriting? Be sure to provide contact information for me so I know the person’s name, where s/he works (or if s/he is a free-lancer), email address and phone number.
- How did this person get started in grantwriting? What skills does the person now see she or he was deficient in, starting out? How have these skills been learned since starting as a grantwriter?
- What skills did the person mention as being important to being a successful grantwriter? How do they relate to the skills described in class as being important?
- Reflect on the skills that your interviewee mentions are necessary to be successful. How do these skills match with your skill set? Where are you strong, and where do you need to work to improve?
- What are the worst parts about this person’s work (to him or her)? How does he or she continue in the job, anyway?
- What are the most important things you have learned about grantwriting and YOU from this interview?

Partial Grant Proposal (STUDENT LEARNING OUTCOMES 2, 4 & 7). Due Oct. 19 (50 pts.)
In an effort to keep you on-track with the long process of writing a federal grant, students groups are required to turn in portions of their proposals as “works in progress”. This is a formal write-up of the NEEDS, and the PROGRAM sections of your grant proposal (though they may be named something else in your particular RFP) including a LOGIC MODEL of the program, even if this is not required in your RFP. This is due no later than 5 p.m. Central time, on October 12. EACH student must upload the same document in order to receive points. As in real life, If your submission is late, it will not be given any points.
Review Team Feedback (STUDENT LEARNING OUTCOMES 3 & 5) **Due November 16** (40 pts. total)
Students will work in in their own groups as part of a peer review team, examining another group’s draft proposal. As review team members, students will have the following responsibilities:
- Read the assigned other group’s draft work (for all team members)
- Using specific evaluation criteria provided in the RFP the other group is responding to, in addition to information provided throughout the course, provide constructive feedback to other members
- Provide a copy of the group consensus rating and comments to the other group and to the instructor.

The grade on this assignment will be based on participation in this process as well as the quality of feedback provided to fellow class members. Each member of the group will be assessed by all other members of the group regarding preparation and participation.

Federal Grant Application (STUDENT LEARNING OUTCOMES 2, 4 & 6) **Due Nov. 30,** (100 points)
Students will work in a group to produce a completed grant application with these sections: Problem/Need, Solution (program); Logic Model, Evaluation, Implementation Plan, and Budget. Your paper must include follow the application guidelines of the grant.

Reflection Paper on Grant Scoring and Review and the Class as a Whole (STUDENT LEARNING OUTCOMES 3 & 5). **Due Dec. 7** (20 points)
After participating in the grant scoring and review exercise and the class as a whole, students will reflect on key lessons that you learned by both giving and receiving feedback. This 2-page paper will include perceptions about how this ultimately changed your proposal as well as general impressions about what you learned by reviewing others’ proposals. Be sure to discuss how the group process went while you deliberated on the scoring of the proposal and the use of the feedback your group received. Include a paragraph that begins: “Before this class, my knowledge of and skills in grantwriting were….., and now after the course, my knowledge of and skills in grantwriting are…”

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, “I will take attendance weekly.” However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. Calling roll helps me (and you) learn each others’
names, thus contributing to class cohesion and helps keep you responsible to others in your group and the class as a whole.

**Grading:**

Each student should keep a copy of all written work—although all work will be turned in online. Ten percent of the points for an assignment will be deducted each day a written assignment is late EXCEPT WHERE NOTED ELSEWHERE. Other penalties as described in the syllabus may also apply.

In general, grades on each measure of learning will be based upon the degree to which a student 1) has demonstrated an understanding of the material included; 2) has gone beyond the basic requirements of the assignment to show her/his ability to integrate and utilize the material covered in the readings and seminar; and 3) has followed the instructions for the assignment.

Total = 300 points
A = 90-100% (270-300 points)  
B = 80%-89% (240-269 points)  
C = 70%-79% (210-239 points)  
D = 60%-69% (180-209 points)  
Fail = 59% points or fewer ( < 180 points)

**Make-up Exams:** Because no exams will be given, no make-up exams will be given.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting (as indicated on the syllabus, some weeks are “online only” weeks), students enrolled in this course should expect to spend at least an additional 8-10 hours per week of their own time in course-related activities, including reading required materials, completing assignments, meeting with group members, etc.

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wwwb.uta.edu/aao/fao/).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the
Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.
**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/)

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located near the front of the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

**University Tutorial & Supplemental Instruction** (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsi](http://www.uta.edu/utsi) or call 817-272-2617.
The IDEAS Center (2nd Floor of Central Library) offers FREE tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza
# Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Notification of any such changes shall be made as soon as possible. Some sessions will be moved to an online format. The course may be supplemented with other methods of instruction.

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<th>Week and Date*</th>
<th>Topic(s)</th>
<th>Assignments</th>
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| Aug. 24, Wk. 1 | Introduction to Course “Flipping the Classroom” | Syllabus
Hoefer, Preface
Watch video: https://youtu.be/hFBRgiyTi7E |
| Aug. 31, Wk. 2 | Getting Started as a Grantwriter and The Context of Grantwriting in the Age of Scarcity | Hoefer, Ch. 1 Grantwriting and YOU!
Hoefer, Ch. 2: The Grantwriting World in the Age of Scarcity
Read or listen to interview with grantwriter loaded on BlackBoard; |
| Sep. 7, Wk. 3 | Finding Foundation Funding Sources | Hoefer, Ch. 3 Finding Foundation Funding Sources |
| Sep. 14, Wk. 4 | Finding Government Funding Sources | Ch. 4 Finding Government Funding |
| Sep. 21, Wk. 5 | Uncovering Need in Your Community | Hoefer, Ch. 5 Uncovering Need in Your Community |
| Sep. 28, Wk. 6 | Finding and Creating Evidence-based Programs | Hoefer, Ch. 6 Finding and Creating Evidence-based Programs
BEFORE 2 p.m. turn in Interview with a Grantwriter paper & upload MP3 audio file |
| Oct. 5, Wk. 7 | Logic Models and Program Evaluation | Hoefer, Chapter 7 Logic Models
Hoefer, Ch. 8, Program Evaluation |
| Oct. 12, Wk. 8 | Program Implementation Planning | Hoefer, Ch. 9 Program Implementation Planning |
| Oct. 19, Wk. 9 | No Class meeting. | Group will turn in draft of sections of grant proposal about needs, solution, and logic model by 5 p.m. |
| [Online Only] | | |
| Oct. 26, Wk. 10 | Budgeting | Hoefer, Ch. 10 Budgeting |
| Nov. 2, Wk. 11 | Agency Capacity and Capabilities and Final Details | Hoefer, Ch. 11 Agency Capacity and Capabilities
Hoefer, Ch. 12 Final Details |
| Nov. 9, Wk. 12 | Debriefing: You've got your proposal draft done, now what?; Starting to review proposal | Turn in draft of proposal and RFP to Blackboard discussion area by 2:00 p.m.
NOTE: your draft proposal includes only sections related to Problem/Need, Solution (program); Logic Model, Evaluation, Implementation Plan, and Budget |
| Nov. 16, Wk. 13 | Complete review of other group’s draft: Each student must submit the same file within BlackBoard for instructor and email copy to all members of other group. | Review Team Feedback Due by 2:00 p.m. |
| [online only week] | | |
| Nov. 23, Wk. 14 | NO CLASS: UNIV. HOLIDAY Be sure to incorporate review | Thanksgiving |
information from other group as you move towards your final draft.

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<tr>
<th>Date</th>
<th>Event</th>
<th>Due Date</th>
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<tr>
<td>Nov. 30, Wk. 15</td>
<td>Grant Proposals, Debriefing</td>
<td>Proposals Due by 2:00 p.m.</td>
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<tr>
<td>Dec. 7, Wk. 16</td>
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<td>Reflections Paper Due</td>
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**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial **911**.
Interview with a Grantwriter Questions

This is not a list of questions just to plow through. The point of this interview is to understand the situation of one grantwriter’s work life and history. It should sound like something that is a friendly conversation, rather than a canned list of questions that you want to ask and be done.

Naturally, you must respect the time of the interviewee, but don’t be afraid to probe for more details about each topic. Remember that the paper you turn in is NOT a transcript and you may have to infer the answers for the paper from the questions you ask. REVIEW what is to be in your paper before starting the interview.

- Name and organization (or if self-employed). You must also provide full contact information to me in the paper, so get that information, too.
- What’s your background and how did you come to be a grantwriter?
- What was it like writing your first grant?
- What do you think some of the most important skills are that grant writers need to have in order to be successful?
- Looking back, what skills did you NOT have that you should have had when you wrote that first grant?
- How did you acquire these skills you were lacking between then and now? Are there any skills you still feel a bit deficient in?
- What would you say your major strengths are as a grantwriter?
- What advice do you have for someone who is just starting or is thrown into grantwriting?
- What are some of the key mistakes that people make when they are writing grants?
- How do you learn about possible grants for your organization?
- Over the course of your career, have you seen any general trends that have happened?
- What are the best and the worst parts of being a grantwriter?
- Is there anything else that you would like to mention?
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