



**PubH 6673-001**  
**Grant Writing for Public Health**  
**Spring 2018**

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**Credits:** 1  
**Meeting Days:** Mondays  
**Meeting Time:** 12:20-2:15  
**Meeting Place:** Mayo A-110  
**Instructor:** DeAnn Lazovich, PhD  
**Office Address:** WBOB, 1300 South Second Street, Room 434  
**Office Phone:** 612-626-9099  
**Fax:** 612-624-0315  
**E-mail:** lazov001@umn.edu  
**Office Hours:** After class or by appointment

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**I. Course Description**

The course will include a combination of lectures, small group activities, guest speakers and skill building assignments. Students will develop a grant proposal for class that will be reviewed by peers in the class. The purposes of this course are to:

- Provide students with an overview of the grant writing process.
- Expose students to different types of funding organizations/programs.
- Expose students to different types of grant proposals.
- Give students an opportunity to build grant writing and grant reviewing skills.

**Acknowledgments**

The contents of PubH 6673 have been developed with the contributions of numerous instructors. Dr. Lazovich, the current instructor, has been involved with the majority of recent content and modifications. Former faculty/instructors, including Dr. Traci Toomey and Dr. Deb Hennrikus, had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions.

**II. Course Prerequisites**

The course is intended for graduate students in the Maternal Child Health (MCH) MPH program as well as other public health graduate students who want to improve their grant writing skills.

### III. Course Goals and Objectives

As a result of this course, students will begin to be able to:

- Identify potential funding sources for programs.
- Critique grant proposals.
- Understand the basic structure and framework of grant proposals.
- Develop a full grant proposal.

### IV. Methods of Instruction and Work Expectations

The course will include lecture, small group discussion, and workshops. Students will be expected to actively participate in class discussions. If you are unable to attend class, please contact the instructor prior to class, by email, or by phone. **Missing more than one class may affect your grade in the class.**

Materials for the class are available on the course website. Please be sure to check that website every week. PowerPoint slides for the lecture sections of each class will be posted on the website prior to class each week.

### V. Course Text and Readings

Course material will be available on the course website. Required reading materials will be grant proposals provided by various community organizations and information about logic models. Optional readings are from the following books:

- Browning, B. *Grant Writing for Dummies* (Sixth Edition), Wiley Publishing: Hoboken, NJ, 2016
- Karsh E & Fox AS. *The Only Grant-Writing Book You'll Ever Need* (Third edition, 2009, in ebook format; Fourth Edition available from instructor), Basic Books: New York, NY, 2014
- Wells, MK. *Understanding Nonprofit Finances*, Continuing Educational Press: Portland, Oregon, 2006
- W.K. Kellogg Foundation. Using logic models to bring together planning, evaluation, and action: Logic model development guide. Updated January 2004. (Used with the permission of the W.K. Kellogg Foundation.)

## VI. Course Outline/Weekly Schedule

Class	Date	Topic(s)	Reading	Assignment Due
1	Jan 22	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of course</li> <li>• Introduction to grant writing</li> <li>• Introduction to assignments</li> <li>• Small group review of funding websites</li> </ul>	<p><u>Optional Readings:</u> Browning, Chapters 1-3 Karsh &amp; Fox, pp. 5-38: What is a grant?</p>	<p><b>ASSIGNMENT #1:</b> Review two funding websites from those listed in assignment description; prepare written and oral summary in response to written questions; <u>post on course website</u> (10 points)</p>
2	Jan 29	<ul style="list-style-type: none"> <li>• Introduction to grant writing (cont.)</li> <li>• Project groups: Present your project ideas</li> <li>• Preparing project summaries / objectives/program descriptions</li> <li>• Determining activities &amp; needed resources</li> </ul>	<p><u>Optional Readings:</u> Browning, Chapters 14-15: Conveying the problem and need for funds; laying out the plan of action W.K. Kellogg Foundation Logic Model Development Guide, Chapter 1, pp. 1-14.</p>	<p><b>ASSIGNMENT #2:</b> Prepare a brief (1 page maximum) description of your project and be prepared to discuss it with another student. (5 points)</p>
3	Feb 5	<ul style="list-style-type: none"> <li>• Project groups: Discuss implementation and evaluation designs for your proposals</li> <li>• Overview of budgets/implementation plans</li> <li>• Lindsey Fabian &amp; Pam Van Coevering: Using Excel to prepare budgets.</li> </ul>	<p><u>Optional Readings:</u> Wells, Chapter 3: Budget Considerations Browning, Chapter 17: Creating a budget Karsh &amp; Fox, pp. 199-211: Budgets</p>	<p><b>ASSIGNMENT #3:</b> Prepare a second draft of a description of your project with a revised goals and objectives section and an elaboration of the implementation and evaluation plan for your project. Include a logic model with this iteration of your project (5 points)</p>
4	Feb 12	<ul style="list-style-type: none"> <li>• Project Groups: Review goals, objectives, implementation and evaluation designs</li> <li>• Grant review session - Discuss the external grants.</li> </ul>	<p>Read the grant proposals available in the Grant Proposal folder on the Week 3 section of the course website</p>	<p><b>ASSIGNMENT #4:</b> Prepare a written review of an assigned grant proposal; prepare to discuss all proposals in small groups (10 points)</p>

**VI. Course Outline/Weekly Schedule (cont.)**

<b>Class</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Reading</b>	<b>Assignment Due</b>
5	Feb 19	<ul style="list-style-type: none"> <li>• Evaluation sections</li> </ul>		<b>ASSIGNMENT #5:</b> Create a next to final draft of full proposal; <u>post for each review group member and the instructor</u> (10 points)
6	Feb 26	<ul style="list-style-type: none"> <li>• Peer review of grant proposals</li> </ul>		<b>ASSIGNMENT #6:</b> Read assigned proposals; prepare written/oral summary of assigned proposals (10 points)
7	Mar 5	<ul style="list-style-type: none"> <li>• Guest Speaker: Grantees in community-based organizations – grant-writing process; role of grant funding in their organization</li> <li>• Role of grant writing as part of fundraising</li> <li>• Follow-up Questions / Wrap-up</li> </ul>		<b>FINAL PROPOSALS DUE</b>

## VII. Evaluation and Grading

**Grades:** Final grades will be based on class participation (10%), assignments (50%), and proposal (40%).

Evaluation of classroom participation will be based on attendance and on the level and quality of participation in discussions. Students are expected to be prepared for each class period. All assignments are described on the course website. For each day written assignments are due, points will be taken off.

### **Assignments:**

Assignment #1: Review two funding websites from those listed in assignment description; write a brief review of two of the websites based on questions listed in the assignment; present your review to your small group (10 points).

Assignment #2: Prepare a brief (1 page maximum) description of your proposal and be prepared to discuss it with other students in the class (5 points).

Assignment #3: Prepare a brief (2 page maximum) elaborating on the description you provided in Assignment #2. This should include a revision of your goals and objectives and an elaboration of the activities you will implement and evaluate your project. You should include a logic model in this iteration. Be prepared to discuss it with other students (5 points).

Assignment #4: Prepare a written review of an assigned grant proposal available on the course website. Read the other proposals and be prepared to critique each proposal in a small group discussion (5 points).

Assignment #5: Create a next to final draft of a full proposal (including budget and budget justification), bring copies for each review group member to the next class; turn in one copy to the instructor (10 points for turning in draft; note: Instructor will not review this draft).

Assignment #6: Prepare a written peer review of an assigned proposal; read all other proposals; participate in a critique of small group members' proposals (10 points).

### **Final Assignment: Grant Proposal (40 points)**

- The proposal should be no more than 10 double-spaced pages (excluding budget, budget justification, and literature cited); using 12 point Times/Times New Roman font; and at least 1" margins.
- Proposals should include the following basic information, but the organization/subheadings are up to you.

#### **Included in 10-Page Narrative Section of Proposal**

- Short (2-3 sentences) summary
- Goal(s) / Objectives
- Statement of the problem or need (i.e., why is your proposal significant?)
- Program description
- Work plan: description of activities, timeline (i.e., how and when you will achieve objectives)
- Evaluation plan and logic model
- Conclusion

#### **Not Counted in 10-page Limit**

- Budget for each year
  - Budget justification for each line item for each budget year
  - Literature cited
- Appendices are allowed but should not include timeline or tables/figures that belong in narrative text.
  - Your proposed budget should not exceed \$150,000 in direct costs for the total project. This is a two-year limit for the entire project time period.
  - Final proposals are due on the last day of class. All proposals received after this time will have points deducted for each day they are late. Email submissions will not be accepted unless prearranged with the instructor.

Grades will be assigned based on total points earned from various course assignments.

<u>Grade</u>	<u>Points</u>
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000	Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667	
B+	3.333	
B	3.000	Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667	
C+	2.333	
C	2.000	Represents achievement that meets the course requirements in every respect
C-	1.667	
D+	1.333	
D	1.000	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S		Represents achievement that is satisfactory, which is equivalent to a B- or better

**For additional information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

**Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## VIII. Other Course Information and Policies

### **Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or [drc@umn.edu](mailto:drc@umn.edu) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.



## **The Office of Student Affairs at the University of Minnesota**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

### **Academic Freedom and Responsibility: *for courses that do not involve students in research***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

**OR:**

### **Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr. Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

### **Student Academic Success Services (SASS): <http://www.sass.umn.edu>**

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

*Template update 9/2014*