

EHRD 679: PROCUREMENT OF CONTRACTS & GRANTS

Instructor Information:

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Course Description and Purpose:

In this particular course, participants will select a funding source of their choosing and submit a proposal to this agency. You will need to provide the call for proposals to the instructor for approval. Once you have identified the funding source, you will spend the balance of the course submitting, and receiving feedback, on the various components of the proposal.

Course Objectives:

By the conclusion of this course participants will:

1. Have knowledge of the grants process and an understanding of the time and commitment required
2. Have an understanding of the different information sources available to you
3. Have an understanding of working in teams for grants
4. Have knowledge of the technology tools available
5. Have an understanding of the administrative issues in the grants process
6. Be able to design and write a grant proposal to an agency for submission

Prerequisite:

Graduate Classification

Required Text:

Morrison, D.C. and Russell, S.W. *The Grant Application Writer's Workbook* (available on their website: <http://www.grantcentral.com>).

Course Outline:

Following is a tentative overview outline for the course.

FOCUS AREAS	CORE CONTENT TOPICS PER FOCUS AREA	DELIVERABLES
IDENTIFICATION OF THE IDEA AND WRITING THE EXECUTIVE SUMMARY	<ul style="list-style-type: none">Choose a funding agency and have it approved by the instructorChoose an idea for your grant to this funding agency and have it approved by the instructorWrite the first draft of your executive summary	01/14/08 - 01/30/08 Read Chapters 1 - 5 of Text Submit Choice of Funding Source no later than 1/20/08 Submit proposal idea for approval no later than 1/25/08 First Draft of Executive Summary due 2/1/08
RESEARCH DESIGN AND METHODS	<ul style="list-style-type: none">Submit second draft of executive summaryDraft Aim/Objectives or research design and methods.Draft a timelineDraft Future DirectionsDraft Biographical Sketch	01/31/08 – 02/27/08 Read Chapters 6 - 10 of Text Submit Draft two of Executive Summary by 2/27/08
LITERATURE REVIEW BACKGROUND MATERIAL PRELIMINARY STUDIES RESOURCES	<ul style="list-style-type: none">Draft literature review and literature cited subsections for the background.Draft the preliminary studies subsections for the backgroundDraft resourcesDraft current and pending support sections	02/28/08 – 03/27/08 Read Chapters 11 - 14 Submit Revised Executive Summary, Research Design and Methods by 3/27/08
BUDGET	<ul style="list-style-type: none">Resources/Environment/Institution sectionBudget justificationBudget categories	03/27/08 – 04/15/08 Read Chapter 15 of Text Submit Draft of Budget by 4/15/08
TITLE TBLE OF CONTENTS PROJECT SUMMARY ABSTRACT COVER LETTER	<ul style="list-style-type: none">Develop proposal titlePrepare table of contentsWrite project summary/abstractWrite cover letter	04/16/08 – 04/30/08 Read Chapter 16 of Text
REVISE and EDIT	<ul style="list-style-type: none">Revise, edit and proofreadAssemble proposalTurn in final to instructor w/all attachments required	04/16/08 – 04/30/08 Read Chapters 17 - 18 of Text Submit final product to instructor no later than 5/2/08

Assignments:

The assignments for the course are listed in the outline above and in more detail below.. You may also work in groups of three or four students; it is up to you to make this contact with the other students in the class and all groups must be approved by the instructor.

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work." Failure to add this statement to all work in this class will result in a grade reduction. For additional information, visit <http://www.tamu.edu/aggiehonor/>

1. Choose a Funding Source (5 points)

You are to investigate the marketplace and choose a funding source for the proposal you will submit in this class. This must be a federal source such as the National Science Foundation (NSF), the National Institutes of Health (NIH) or the Department of Education (DOE); or a private source such as the Kellogg Foundation or the Mott Foundation. Short, simple proposals to lesser agencies will not be accepted since most do not require the level of detail the above require.

[Due 1/20/08]

2. Choose an Idea for Funding (10 points)

You will choose an idea that is appropriate for funding by the agency you choose in assignment number one above. You must include the call for proposal from the funding agency with your idea for me to approve.

[Due 1/25/08]

3. Executive Summary (25 points)

You will submit to me a draft of your executive summary for the proposal that will follow the format in chapters 7 - 10 of the text. This summary will be critiqued by me and returned to you and you will resubmit until it is right. The points in this section will be awarded when the Executive Summary has final approval from me.

[Due 2/1/08]

4. Body of Application (10 points)

You will write the sections related to the body of the application; this should follow the format in the text covered in chapters 11, 12, 13, and 14.

[Due 3/27/08]

5. Budget (20 points)

The budget section of your proposal is arguably one of the most important parts as it is a link between your idea and success of your idea. Make sure you have followed the information in chapter 15 of the text and that you have completed the budget justification section prior to submitting your budget.

[Due 4/15/08]

6. Completed Proposal and all Accompanying Materials (30 points)

This will be your entire proposal packet that you would submit to your funding agency; it should include everything that is listed in your call for proposal packet.

[Due 5/2/08]

Grading Policy:

The grading scale for this course will be:

A	90 – 100 points
B	80 - 89.9 points
C	70 – 79.9 points
D	60 – 69.9 points
F	0 – 59.9 points

All written assignments will be submitted through WebCT. **Papers must follow the new APA 5th Edition Style Manual. Failure to follow this requirement will result in grade penalties.** Other requirements, as necessary, will be listed with each assignment on WebCT.

TEACHING PHILOSOPHY

I believe it will be helpful to you to know where I am "coming from" before we start the class. My teaching philosophy is built on the following principles and beliefs:

1. Students should have maximum responsibility and involvement in their learning process.
2. Fairness to the student cannot be compromised.
3. Expectations of students should be set high enough to maximize their potential.
4. Assignments should be made as meaningful as possible, avoiding all "busywork."
5. Learning activities should portray the knowledge in a real world context so the student understands the complexities of real world practice.
6. The classroom and the world of practice should be linked as much as possible.
7. Every opportunity possible should be made available for the student to direct their study to achieve personal goals.
8. As a professor in a program of high expertise, I have a responsibility to set standards and preserve the integrity of the credentials we grant.
9. Professors and students should treat each other with mutual respect.
10. The learning experience should be fun when possible. However, good learning is often confusing, discomfoting and uncomfortable before it becomes fun.
11. Adult students should be treated as colleagues.
12. A variety of teaching methods should be employed.
13. In the final analysis, the student is responsible for his/her own learning.

In this course, I will assume that we are all adult professionals. I will therefore give you the appropriate respect and privileges as well as the responsibilities and accountability. Let us be clear on some of my specific expectations. As a participant in this class, you are expected to:

- Complete your assignments on time. Late assignments will result in a zero grade.
- Conduct yourself with the same high level of professionalism that you would at your professional job.
- Be ready to work hard to reach class and learning goals.
- Practice good and constructive group participation methods and behaviors.
- Treat other class members with the same respect and courtesy you would like for yourself at all times.
- Treat information shared in class with respect and sensitivity.
- Take responsibility to direct your own learning and study.
- Share your questions, experiences and concerns freely with the class and me.
- Motivate yourself to excel in this course – remember our attitude often determines our altitude!

INCLUSIVE LANGUAGE

It is imperative in this class, as well as important in an educational setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Sexual inclusiveness means that usages such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that

you use plurals (e.g., "workers...they," rather than "worker...he"), some combination of pronouns (e.g., (s)he, s/he, he/she), or alternative words (e.g. "people" rather than "mankind").

Cultural inclusiveness will not assume that class members or all members of client or other organizations are white U.S. citizens. Respect for the diversity of the class and the multicultural world in which schools and other organizations operate will be expected.

American with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection to persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation. Please contact the Office of Support Services for Students with Disabilities in Room 126 of the John J. Koldus Building. The phone number is 845-1637.

PREPARATION OF WRITTEN MATERIALS

HRD work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors.

- Useful reference books (bibliographies, punctuation, etc.):
- Publication manual of the American Psychological Association (5th Ed.)
- Strunk & White, The elements of style
- Sabin, W.A. The Gregg reference manual, 7th Ed. New York: Gregg Division, McGraw-Hill, 1989

SCHOLASTIC MISCONDUCT

Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work." Students who participate in any of these activities will receive an F in this course and will be turned in to the Aggie Honor Office and subject to University disciplinary action.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the

rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.