### Department of Public Health Sciences:
#### Health Promotion Program Syllabus

**Course name:** Grant Writing in Health Professions  
**Course no.:** HSCI 4312  
**Course CRN:** 14814  
**Semester/year** Fall/2020  
**Graduate credit hours:** 3  
**Class format** Fully online; all materials and interactions via Blackboard  
**Class meeting time:** Weekly class materials will be available on Blackboard on Wednesdays at 5:00pm  
**Class instructor:** Isabel Latz, Ph.D.  
**Contact Email:** iklatz@utep.edu  
**Office hours (via Blackboard Collaborate Ultra):** Mondays & Wednesdays from 4:00-5:00pm, or by appointment via Blackboard Collaborate Ultra  

**Course description:** The course addresses all aspects of grant proposal preparation, writing, and submission, including locating funding sources, formulating a budget, and developing and writing the proposal. Writing a successful grant proposal is a blend of art and science. It requires basic knowhow, content knowledge, writing proficiency, strong research skills, creativity, organizational ability, and communication skills.

**Course pre-requisites:** HSCI 4307 and 4309, each with a grade of “C” or better.

**Required textbook:** *Winning Grants Step by Step*
The Complete Workbook for Planning, Developing, and Writing Successful Proposals
Fourth or Fifth Edition
Tori O’Neal-McElrath
Available at UTEP bookstore or online sellers

**Supplemental readings:** Provided throughout the semester on Blackboard

**Course format:**
1. Weekly lectures with student participation via Blackboard (BB) discussion boards and assignments. All lectures will be provided as slides (saved as PowerPoint and PDF files) on BB by the original class time (e.g., Wednesdays at 5:00 PM). A 1-hour live lecture will be held via Zoom or Blackboard Collaborate Ultra (instructor will specify) on Wednesdays from 5-6 PM on a weekly basis (or biweekly, as specified by the instructor in advance). All live lectures will be recorded for students who are unable to attend. All reading and instruction materials will be provided on BB in individual folders for each class.

**Major learning objectives (must be numbered):** By taking this course, students are expected to:
1. Understand the fundamental components of a grant proposal such as the abstract or summary, background and significance, specific aims/goals and objectives, project design and methods, sustainability, evaluation, dissemination, budget, budget justification, and cover letter, as well as the grant submission process.
2. Learn how to search for/assess available funding opportunities.
3. Develop the skills needed to develop competitive grant proposals.
4. Prepare a complete grant proposal to an agency of their choice.
Assessment strategies: (must be numbered)

1. Students are expected to prepare a (mock) grant proposal during the semester that targets any public or private sponsor, following the guidelines for submission in the sponsors Request for Proposals (RFP) (70% of grade)
2. Participation: Assessment of students’ participation will be based on weekly discussion board posts, assignments, and peer feedback (30% of grade)

CHES Sub-competencies

<table>
<thead>
<tr>
<th>This course meets the following Health Promotion/Education degree competencies</th>
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<tbody>
<tr>
<td>1. Assess needs, assets and capacity for health education</td>
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<td>2. Plan health education</td>
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<td>3. Implement health education strategies, interventions and programs</td>
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<td>4. Conduct evaluation and research related to health education</td>
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<td>5. Administer and manage health education</td>
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<td>6. Serve as health education resource person</td>
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<td>7. Communicate and advocate for health and health education</td>
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Grading scale & criteria

<table>
<thead>
<tr>
<th>Type</th>
<th>Point value</th>
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<tbody>
<tr>
<td>Written assignments</td>
<td>0-290</td>
</tr>
<tr>
<td>Discussion board posts</td>
<td>0-210</td>
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<tr>
<td>Peer feedback</td>
<td>0-200</td>
</tr>
<tr>
<td>Final grant proposal presentation</td>
<td>0-150</td>
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<tr>
<td>Final written grant proposal</td>
<td>0-150</td>
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<tr>
<td>Total</td>
<td>1000</td>
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The translation of points earned to a letter grade is defined in the rubric as follows:

- 900 points and above................. A
- 800 – 899................................. B
- 700 – 799 ................................. C
- 600 – 699 ................................. D
- 599 or less ............................... F

Incomplete policy: An “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

Course/Instructor & Institutional Policies

Attendance: It is UTEP policy that all students attend all scheduled classes. Since this class is fully online, student attendance will be assessed based on weekly discussion board contributions and assignments completed by their due date. If you are unable to comply with the course schedule, it is your responsibility to inform your instructor before the respective session. Students may be administratively withdrawn for repeated unexcused non-participation (3 or more classes).

Reading assignments: All assigned readings need to be completed prior to the next scheduled class for each week. Example: the reading assignments for week 2 need to be completed prior to
### Writing standards

Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the [UTEP Writing Center](https://www.utep.edu/uwc/). It is free and they are very helpful.

### Policy for late assignments

Due dates for homework, presentations, and other assignments are designed for fairness to all students. No exceptions to those dates will be made except in cases of prior notification to the instructor for a legitimate reason (e.g., illness, family emergency, etc.). **A 10% deduction on the graded score will be applied for every 24 hours an assignment is overdue, including weekends. No assignments will be accepted if submitted more than a 1 week after the due date, and the student will receive a zero.**

### Permission to share video recordings outside of class

Not permitted without express permission of the instructor.

### Class participation

**Participation is a key part of this course.** Students should read/view all class materials by the date a new lecture will be uploaded onto BB (see course schedule). That way, students will be able to better understand each lecture and make informed contributions to the discussion board. I ask each of you to take responsibility for building an online classroom environment based on trust, respect, and community while at the same time challenging each other in intellectually rigorous discussions.

### Special accommodations

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

### Student conduct

Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. **Scholastic dishonesty** includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.** *(Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22).* Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs [http://studentaffairs.utep.edu/Default.aspx?tabid=4386]:

“It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.

**Examples of “cheating” include:**

- Copying from the assignment, presentation, or paper of another student;
- Copying by any means the whole or any part of somebody else’s written product for a paper or assignment;
- Substituting for another person, or permitting another person to substitute for one’s self for a paper, assignment, or discussion board post;
- Falsifying data, laboratory reports, and/or other records or academic work offered for credit.
- Plagiarism

- Collusion: For this class, you are welcome to exchange ideas and thoughts regarding the content of your assignments, paper, or presentation, however you are responsible for the actual writing/completion of your assignment. Another student may not write or dictate the content of any class deliverables on your behalf.

“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

### OVERVIEW OF ASSIGNMENTS AND SUBMISSION REQUIREMENTS FOR THIS CLASS

<table>
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<th>Activity</th>
<th>Requirement</th>
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| Discussion board participation  | Students are expected to add 1 comment OR question and 1 response to another Students (at minimum) to each weekly discussion board. Unless otherwise specified, discussion board comments or questions are always due on Saturdays at 11:59 PM and responses to another student are due on Mondays at 11:59 PM. Comments, questions, and responses need to demonstrate some level of engagement with the class materials. For instance, it is not sufficient to merely agree/disagree with another student, but in addition, a reasoning behind the agreement/disagreement would be required. Similarly, if you are asking a question, please explain what led you to ask this question. There are no specific length requirements for a post, as long as they meet the requirements outlined in this syllabus.  
Comment/ questions are worth up to 10 pts. each; responses to a student up to 5 pts. each |
| Written assignments             | Students are expected to complete each assignment by Mondays at 11:59 PM, unless otherwise specified. There will be a space provided on BB to upload the assignment. Specific assignment instructions will be provided in each weekly lecture.  
Written assignments are worth up to 25 pts. (in week 2&3 – up to 20 pts.) each |
| Peer feedback                   | Peer feedback assignments are also due on Mondays at 11:59 PM, unless otherwise specified. The instructor will create pairs for each peer feedback assignment. Please email your peer feedback to the student whose work you were asked to review and copy the instructor (iklatz@utep.edu) on the same Email.  
Peer feedback assignments are worth up to 20 pts. each |
| Final grant proposal            | The final assignment for this class is the complete grant proposal. Students will be working on the individual components throughout the semester. Specific details regarding the final submission requirements will be provided on BB/in lectures. There will be a space provided on BB for the grant proposal submission.  
Your final complete grant proposal is worth up to 150 pts. |
| PowerPoint presentation of final grant proposal | Students are expected to create and submit 1 set of 25 slides (either saved as PowerPoint or PDF file) on BB. Students may add video/audio recording to their presentations, but it is not a requirement. Slides without audio/video recording will be expected to include more explicit written content to be comprehensive. Specific requirements for the presentations will be provided on BB/in lectures  
Your final grant proposal presentation is worth up to 150 pts. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments**</th>
<th>Due dates</th>
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<tbody>
<tr>
<td>1</td>
<td>August 26</td>
<td>Welcome &amp; introductions; overview of syllabus and class materials, course objectives, assignments, and timelines; overview of grant writing</td>
<td>1. Post an introduction of yourself via video or BB discussion board post (see instructions in lecture)</td>
<td>1. Monday, August 31, 11:59 PM</td>
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<td>2</td>
<td>September 2nd</td>
<td>Overview of grant proposal components (research vs. service/project grants); identification of RFPs, grant proposal purpose</td>
<td>1. Read textbook Introduction &amp; Step 1 &amp; RFP and proposal for Paso del Norte Health Foundation 2. Discussion board posts 3. Identify possible RFP, organization you would develop proposal for &amp; present options/ideas for a grant proposal for this class (see instructions in lecture)</td>
<td>1. Prior to class 2. Saturday (Sep 5) 11:59 PM/Monday (Sep 7) 11:59 PM 3. Monday, Sep 7, 11:59 PM</td>
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<td>3</td>
<td>September 9th</td>
<td>Overview of grant proposal development; developing the proposal idea; developing relationships with funders; overview of logic models</td>
<td>1. Read textbook Step 2 2. Discussion board posts 3. Finalized idea for grant proposal, organization, &amp; corresponding choice of RFP (see instructions in lecture)</td>
<td>1. Prior to class 2. Saturday (Sep 12) 11:59PM/Monday (Sep 14) 11:59PM 3. Monday, Sep 14, 11:59PM</td>
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<td>10</td>
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<td>Development of proposal budget &amp; budget justification</td>
<td>1. Read textbook Step 8 2. Discussion board posts</td>
<td>1. Prior to class</td>
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*Course Schedule*
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<tr>
<th>Week 11</th>
<th>Differences between research and project/program/service grants; Development of proposal summary</th>
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| November 4 | 1. Read textbook Step 10  
2. Discussion board posts  
3. Peer feedback on budget & budget justification  
4. Written proposal summary |
|          | 1. Prior to class  
2. Sat 11:59PM/Mon 11:59PM  
3 & 4. Monday, Nov 2, 11:59PM |

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<tr>
<th>Week 12</th>
<th>The grant review process, putting the proposal together, writing the cover letter</th>
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| November 11 | 1. Read textbook Step 11  
2. Discussion board posts  
3. Peer feedback on proposal summary  
4. Written cover letter |
|          | 1. Prior to class  
2. Sat 11:59PM/Mon 11:59PM  
3 & 4. Monday, Nov 9, 11:59PM |

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<th>Week 13</th>
<th>Sustaining relationships with funders</th>
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| November 18 | 1. Read textbook Step 12  
2. Discussion board posts  
3. Peer feedback on cover letter  
4. Full proposal draft |
|          | 1. Prior to class  
2. Sat 11:59PM/Mon 11:59PM  
3 & 4. Monday, Nov 16, 11:59PM |

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<th>Week 14</th>
<th>Review of grant proposal drafts; advice to maximize chances of successful submissions</th>
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| November 25 | 1. Discussion board posts  
2. Peer feedback on full proposal draft  
3. Grant proposal PowerPoint presentation |
|          | 1. Sat 11:59PM/Mon 11:59PM  
2 & 3. Monday, Nov 30, 11:59PM |

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<th>Week 15</th>
<th>Final grant proposal completion guidance; grant writing employment opportunities; future career advice; class review &amp; reflections</th>
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| December 2nd | 1. Peer feedback on grant proposal presentations  
2. Final complete grant proposal |
|          | 1. Saturday, Dec 5, 11:59 PM  
2. Monday, Dec 7, 11:59PM |

* Please note, this course schedule is tentative and subject to changes. Any changes will be shared with students by the instructor.

** In some cases additional readings may be provided on Blackboard; these will be specified in lectures or via class announcements (on BB and via Email)

If any of the information in this syllabus is unclear to you or you have any questions, please don’t hesitate to reach out to me at: iklatz@utep.edu

If this syllabus needs to be corrected or updated, the instructor will share a revised copy with students.

Thank you and I look forward to sharing this semester with you!