

College of Education

CONCEPTUAL FRAMEWORK

MISSION

The mission of the Auburn University College of Education is to build a better future for individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, cutting-edge research and meaningful outreach.

VISION

Our vision is one of transformation. We strive to be and prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society. Our vision includes engaging in the continuous learning necessitated by a rapidly advancing world; identifying and addressing critical issues related to the education of all people; and using technology to broaden and support learning opportunities. Ours is a vision of change embracing the inclusive, collaborative and technological aspects of our mission, thereby establishing us as a college representing educational advocacy and innovation in the 21st century.

PHILOSOPHY, PURPOSE AND GOALS

Our philosophy of learning and teaching emphasizes that building a better future for all means creating learning environments for diverse learners that acknowledge the active, collaborative and ever-evolving nature of learning. This philosophy also values teaching that promotes the development of safe, stimulating learning communities enriched with diverse perspectives; is grounded in reasoned and purposeful decision making; and is enacted in proactive, flexible and self-regulating ways.

COLLEGE OF EDUCATION



The keystone, the topmost stone of an arch, serves as a visual reminder of our mission and our goals. Just as the keystone supports and holds an arch together, education holds intact the promise of a better future for all. We believe that education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-changing world. It is the critical building block that enables individuals and societies to flourish in a global community.

1. Course Number: KINE 89070
Course Title: Grant Writing I Seminar
Credit Hours: 3 credit hours
Prerequisite/ Co-requisite: None

2. Date Syllabus Prepared- January 2010

3. Text – None

4. Course Description

This course will introduce students to the components and requirements of grant writing.

5. Course Objectives

The student will:

- Demonstrate an understanding of grant funding sources/research focus.
- Demonstrate an understanding of the components which make up a grant or contract proposal.
- Demonstrate an understanding of the grant writing proposal processes.
- d. Demonstrate an understanding of the process by which grants are evaluated.
- e. Demonstrate an understanding of the constraints of human, animal, and hazardous material research.

6. Course Content /Topics

- Ethics
- Human research/IRB
- Animal Research/Care and Use/IACUC
- Agencies (NIH, NSF, DOD, CDC, DOE, DOC), Foundations, Industry, Congressional Earmarks
- Developing a research question
- Finding funding/matching funding sources to research
- Applications/Announcements
- Communications with grant officers
- Research focus and synthesis
- Components of a grant
- Contracts/Grants/Tech Transfer/SBIR-STTR
- Budget and budget justification
- Biosketch (NIH Format)
- Submission, Requires forms (SF424, other)
- Post Award Issues
- Review Process

7. Course Requirements

Students are required and expected to attend class, complete designated readings, complete assignments, develop a resource notebook, and be prepared for topic discussions related to grant writing. Students are expected to complete and type all assignments by the deadline provided. Your class participation and effort should represent and define you as a graduate student. The class format will consist of lectures, discussions, and workshops.

8. Grading and Evaluation Procedures

	Possible Pts.
Biosketch (NIH format)	20 points
Research Question/Background/ Grant source	50 points
Presentation of Research Question	30 points
Class Activities/Participation	40 points
Class Resource Notebook	<u>60 points</u>
<i>Semester total</i>	<u>200</u>

- Subjective weight will be given to students who ***actively participate*** in class discussions.

Class Resource Notebook: At the conclusion of the semester, the student will submit a notebook in which the grant writing materials, assignments, and notes are systematically presented in a professional manner. The notebook will specifically address the stated course objectives. The notebook is worth 60 points based on format, assignments, accumulated materials, and notes. An additional, 50 points will be assessed towards the research question developed, background, and identified grant source. Your developed research question, background and source will also be presented to the class for discussion.

9. Class Policy Statement

The student is required to attend all class sessions. Topics and lectures will be presented according to the class schedule. There is no text for this class and no opportunities for make-up sessions. If the graduate student anticipates a class absence, the student is responsible for notifying the professor prior to the class period. Students without a documented excused absence will not be given an opportunity to turn in work assigned for that date. For University approved absences, see the Tiger Cub. Students with physical and educational handicaps will be able to participate in this curriculum through a program designed to accommodate their special needs.

10. Justification of Graduate Credit:

The content of this course is of sufficient depth and complexity to justify graduate credit. The course requires students to develop an understanding of the grant writing process. For those students that elect to take the Grant Writing II course, these foundational skills will be applied to the writing of a contract or grant proposal. Grant writing skill is a preferential or requirement for many research jobs in academia. As a graduate level class, the professors expect work that is representative of the student's ability and advanced educational status.

Disability Accommodation:

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096

Grade Scale:

200-180	A
179-160	B
149-140	C
119-120	D
89 and below	F