Mission Statement
To educate and equip others to spread the gospel of Jesus Christ and to meet human needs in His name through technology in both lay and professional ministry contexts.

Instructor:
Email:

Course Description
This course will focus on grant and proposal writing covering the research and prospect identification process, foundation grants, government grants and the relational process of grant approvals.

MTM Program Outcomes
At the conclusion of their MTM program, the student will able to:

1. Develop effective technology initiatives in a way that takes into account the unique cultures they will be serving and how to use technology to serve the poor.
2. Understand the Biblical basis, theology and historical context of technology and how to apply that in professional and ministry settings.
3. Understand the Christian vocation of Science, Technology, Engineering and Math careers and their unique identity and role within their field in a way that maximizes their calling and enables Christian ministry 24/7.
4. Understand complex systems in a way that helps them to effectively lead others and apply technology in ministry and professional environments.
5. Understand some of the limits of technology and how to counter some of the negative implications of technology and its effect on relationships and creation of new addictions.
6. Develop effective technology ministry strategies for developing sustainable initiatives by monitoring and understanding the latest theories, trends, tools and opportunities in technology in ministry.

MTM 512 helps students learn grant and proposal writing in order to meet program outcome 6 above.
Course Objectives

1. **Students will understand the competitive marketplace of grants, research grants that will fit with their organization’s strategies and capabilities, and develop systems for continuously identifying the best prospects.** Research and finding funders who fit your organization and program are critical to successful grant-writing. Without successful and precise research, your other work will not be successful.
   - Once students have identified their nonprofit and program, they will determine possible foundations that may be interested in funding their program, gaining grant researching skills.

2. **Students will develop and articulate a program in clear and compelling writing.** This will include all sections of assignments needed to not only successfully find funding, but more importantly to successfully implement their ideas for a new program, including:
   - Program need: Why is your program needed? What is the community gap between needs and services already being offered? This will be researched and documented with credible evidence.
   - Program goals and objectives: How, specifically, will your program meet the community need you have documented?
   - Program activities: What exactly will your program do to enable clients’ lives to change? This should be so clear that anyone could pick up your activities description and implement your program.
   - Program outputs: What and how many units of measure – number of clients, number of units of service or product, and so forth – will your program produce in one year?
   - Program outcomes: What are the specific objective and observable behavioral indicators in clients’ lives that will demonstrate your program is effectively meeting the program’s goals?
   - Program resources: Precisely what and how many resources will you need to implement your program for one year? These are your expenses.
   - Program sustainability: How will you fund your program on an on-going basis once the initial grant funding is used?

3. **Students will clearly articulate the basic information granters want concerning their nonprofit organization.** You are not only presenting a specific program, but also the organization of which it is a part. Your organization itself must be established and functional (already existing with a good track-record of successful programs), and you must clearly articulate the essence of this organization and show that it is worthy of funding, as well as describe your program.
   - For purposes of this class, you may not use a start-up organization. If you are involved founding a start-up, that is wonderful, but you will have difficulties finding grants until you have a history of success. That is not impossible, but it is very difficult.
   - For the purposes of this class, volunteer for a nonprofit you know to work with them to write a grant for a new program, or program expansion, they want to implement. You will learn grant writing and see what is involved, so you will know what is needed and what to do for your own organization, and they will have the advantaged of your working on a grant for them, with academic guidance.

4. **Students will complete a grant clearly describing their nonprofit organization and their program in formal, precise and professional writing.**
General Guidelines Concerning Assignments

Lessons are cumulative. You will be given expensive comments from the professor and from each other, and you are to make corrections so your work reflects changes and improvements over time as you refine both your program and your writing. Your writing must be formal, professional, precise and clear if you are to be taken seriously by grantors. Of course, all your writing in this college course should reach those standards, including your postings.

Estimated Activities and Times

This is a college-level class. You are expected to devote sufficient time each week to the class. We have estimated approximately 17 hours a week. The syllabus schedule provides an estimate of the number of hours we estimate for each task. Reading is measured at reading 25 textbook pages per hour and reading 20 journal pages per hour. Total reading for this course is 31 hours.

Written Work

Except for Class Forum posts, all written assignments should be double-spaced using 11-point font and 1-inch margins, and include a relevant heading (name, date, assignment title), and subheadings where appropriate, which can be viewed in a Navigation Pane. Multi-page assignments should also include page numbers. Please correct spelling and grammatical errors before submitting all assignments. Spelling, grammar, and writing style will be taken into consideration in evaluating written work. Assignments should be submitted to the Course Dropbox within Moodle. Every assignment should carry a filename that MUST include your name (Student Name) and the assignment number, e.g. Jan_Smith_Minor1.doc

Written work must be reflective, balanced, scholarly analysis and be well-supported by references. Deep familiarity with the biblical text will be appreciated as will the ability to showcase extensive theological reading and reflection and to critically examine an issue from many points of view.

Very informal or highly opinionated writing styles will be severely penalized. Do not preach.

Plagiarism

Do not plagiarize. This includes (as stated in the City Vision policy (http://www.cityvision.edu/wiki/standards-academic-integrity):

“submitting someone else’s work and claiming it as the student’s own or neglecting to give appropriate documentation when using any kind of reference materials.

Plagiarism, whether done purposefully or unintentionally, includes copying or paraphrasing materials from study guides, textbooks, someone else’s writing, or any other source (published or unpublished). Any words, thoughts, or ideas taken from any other source must be properly documented according to an accepted style manual. The style manual used at City Vision is that of the APA (American Psychological Association).

This article from UNC’s Writing Center shows how to know when you need to cite a source. You should also read this article on when to quote, summarize, or paraphrase, which links to examples of each way of referencing sources.

It is also plagiarism to submit an assignment in a class that is the same or substantially the same as one previously submitted for credit in another.”
Forum Expectations and Assignment Expectations

We expect that students will spend at required time to post their assignments, one hour to read posts from 5+ students (presumes that a student does not read every post), and 60 minutes to post two reply messages. Forum grading will be based on the following items:

- Forum posts, without associated assignments, should be 150-250 words.
- Students must demonstrate comprehension of the material and achievement of the related learning objectives related to that forum or assignment.
- Students should demonstrate critical thinking and use outside material researched beyond the assigned readings.
- The goal of course forums is to have scholarly dialog among peers combining both the strengths of in-person class discussion and providing concise, professional quality writing (similar to a well thought-out academic or scholarly blog) and responding in a way that adds value to others writings.
- For further reading on quality forum posts, see STSM dialogue guidelines online.

The following is a sample grading rubric (from: http://www.ion.uillinois.edu/resources/otai/Examples/DiscussionQuestionExample.asp)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Ideas</td>
<td>Well-developed ideas; introduces new ideas; stimulates discussion (5-6 pts)</td>
<td>Developing ideas; sometimes stimulates discussion (3-4 pts)</td>
<td>Poorly developed ideas which do not add to discussion (1 pt)</td>
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<tr>
<td>Evidence of Critical Thinking</td>
<td>Clear evidence of critical thinking application, analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported. (5-6 pts)</td>
<td>Beginnings of critical thinking postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues. (3-4 pts)</td>
<td>Poorly developed critical thinking (1 pt)</td>
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<tr>
<td>Response to Other Students and Instructor</td>
<td>Interacts at least twice with other students and/or instructor (4 pts)</td>
<td>Interacts at least once with other students and/or instructor (2 pts)</td>
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<tr>
<td>Timeliness and Mechanics</td>
<td>Individual message and at least two responses posted before deadline. Standard English mechanics and grammar were used in the initial post. (4 pts)</td>
<td>Noticeable problems with mechanics or late postings. (2 pts)</td>
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Late Policy

Coursework is scheduled over a seven-day week to provide structure for students residing on six continents. The weekly schedule begins on Monday at 12:01AM US ET (USA Eastern Time), and ends on Sunday at 11:59PM US ET.

- Assignments submitted more than 1 week late (after the following Sunday) will lose 1 letter grade (i.e. "A" becomes a "B")
- Assignments submitted more than 2 weeks late will lose 2 letter grades (i.e. "A" becomes a "C")
- All assignments and quizzes must be submitted by the week after the term ends or they will receive a failing grade
- Extensions: professors may grant an extension if the student has a prolonged sickness or major family crisis. The length of the extension is up to the professor's discretion.
- Applications for extension must be submitted via the online extension request form at least 2 or more days before the due actual date. If an extension is granted, no other courses may be taken until that course is completed.
Week Eight is the last class session with assignments posted. All course work must be completed by the student and submitted to the instructor by Friday of the tenth week of the course. No credit will be given for work submitted after this date.

For more academic policies, please visit: http://www.cityvision.edu/cms/cv/academic-policies

**Required Texts**


**Grades:**

All assignments are graded with a maximum of 100 points, however they are weighted into your final grade according to the percentage indicated in the syllabus.

**Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assessments</th>
<th>Due Date</th>
<th>Est hrs</th>
<th>Weight</th>
<th>Objective #’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>The Big Picture of Grant Writing and Fundraising Goals:</strong></td>
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<tr>
<td></td>
<td>• <strong>Identity a nonprofit organization to work with, and a new or program expansion they would like to implement and fund.</strong> You will work with this organization to clearly plan and articulate their program, and write a grant to an appropriate funder.</td>
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<td>1, 2</td>
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<td></td>
<td>• <strong>Read sample grants to understand your end-product, and learn how grants are part of a complete fundraising strategy.</strong> This will help you know what your goal will look like, although you have a lot of work to do to get there.</td>
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<tr>
<td></td>
<td>Read. <em>The Only Grant Writing Book You Will Ever Need</em> Lessons 1-4</td>
<td>Wed</td>
<td>7</td>
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<td></td>
<td>Winning Grants Step by Step: Introduction and Step 1 Sample Grants</td>
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<td>Listen/View Course Introduction presentation</td>
<td>Thurs</td>
<td>3</td>
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<td></td>
<td>Fundraising and Resource Development:</td>
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<td><a href="https://www.youtube.com/watch?v=RD0K2uYhzZI">https://www.youtube.com/watch?v=RD0K2uYhzZI</a></td>
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<td>Assignments:</td>
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<td></td>
<td>• <strong>Forum 1.1: Identify nonprofit to work with and program they want to start or expand, and for which you will write a grant</strong></td>
<td>Thurs</td>
<td>7</td>
<td>1%</td>
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<td></td>
<td>• <strong>Forum 1.2: Proposal Idea Questionnaire and Proposal Development Review Questions</strong></td>
<td>Fri</td>
<td>3</td>
<td>3%</td>
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</table>
## Grant and Foundation Research and Basic Program Problem Statement

**Goals:**
- **Articulate how you should best target your research** and why, based on your program and organization.
- **Use keywords** to search for solid potential funders based on the program and organization.
- **Begin to find answers to the questions asked in Lesson 1.**
- **Focus specifically on research and developing a strong program statement including research**

Read: The Only Grant Writing Book You Will Ever Need Lesson 5 and Funders Roundtable Winning Grants Step by Step: Step 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Wed</td>
<td><strong>Listen/View Grant Research Presentation</strong> Writing Winning Grants and Proposals <strong><a href="https://www.youtube.com/watch?v=3p-AeXhiS4w">https://www.youtube.com/watch?v=3p-AeXhiS4w</a></strong></td>
</tr>
</tbody>
</table>
| Thurs | **Assignments:**
  - Forum 2.1: Creating Accounts On Research Services, Exploring Potential Funders and Targeting Your Research |
  - Forum 2.3: Program Statement – First Draft

| Thurs | **Assignments:**
  - Forum 2.1: Creating Accounts On Research Services, Exploring Potential Funders and Targeting Your Research |
  - Forum 2.3: Program Statement – First Draft |

## Grant and Foundation Research and Basic Organization Information Collection

**Goals:**
- **Revisit, revise and expand your potential funders** based on funding of similar programs, similar organizations, and geography.
- **Prioritize and collect additional information on top potential funders.**
- **Articulate Organizational Background** which, in addition to program information, will be needed by grantors.

<table>
<thead>
<tr>
<th>Day</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Wed</td>
<td>Read: Read. The Only Grant Writing Book You Will Ever Need Lesson 15 Winning Grants Step by Step: Step 9</td>
</tr>
</tbody>
</table>
| Thurs | **Assignments:**
  - Forum 3.1: Grant Research, Prioritizing Top 10 and Contacting Funders

| Thurs | **Assignments:**
  - Forum 3.1: Grant Research, Prioritizing Top 10 and Contacting Funders
  - Forum 3.2: Organizational Background Worksheet
  - Forum 3.3: Program Statement - Update |

| Fri    | **Assignments:**
  - Forum 3.1: Grant Research, Prioritizing Top 10 and Contacting Funders
  - Forum 3.2: Organizational Background Worksheet
  - Forum 3.3: Program Statement - Update |
<table>
<thead>
<tr>
<th>Week</th>
<th>Program Goals and Objectives, and Activities and Resources</th>
<th>Goals:</th>
<th>Week</th>
<th>--</th>
</tr>
</thead>
</table>
| 4    | Program Goals and Objectives, and Activities and Resources | - Understand how different funders organize their grant proposals.  
   - Determine your program’s Goals and Objectives  
   - Articulate your program’s Activities and Needed Resources. | | 1, 2, 3, 4 |
|      | Read The Only Grant Writing Book You Will Ever Need Lessons 6-8 | Winning Grants Step by Step: Steps 4 and 5 | Wed 5 | |
|      | Assignment: | | Thurs | 1 1% |
|      | - Forum 4.1: Adapting Grant Template | | | 2 3% |
|      | - Forum 4.2: Organizational Background Narrative – Based on comments on Organizational Background Worksheet | | | |
|      | Assignments. Worksheets on: | | Fri 3 2% | 5% |
|      | - Forum 4.3: Program Goals and Objectives | | Sat 6 | |
|      | - Forum 4.4: Program Activities and Resources | | | |
| 5    | Initial Foundation Contact, Program Evaluation, and Grant Narrative | Goals: | | 1, 2, 4 |
|      | - Write a Letter of Inquiry to your top potential funder. | | | |
|      | - Determine your Evaluation Details, including your Outcomes | | | |
|      | - Begin to compile and write your grant in a narrative format, including: | | | |
|      |   - Program Statement, Need, and Supporting Research | | | |
|      |   - Organizational Background | | | |
|      |   - Program Goals and Objectives | | | |
|      |   - Program Activities and Resources | | | |
|      | Read: The Only Grant Writing Book You Will Ever Need Lesson 9: | | Wed 3 | |
|      | Program and Lesson 11: Evaluation | | | |
|      | Winning Grants Step by Step: Step 2 and Step 6 | | | |
|      | Listen/View. Logic Models: | | Thurs 2 | |
|      | https://www.youtube.com/watch?v=bZkwDSr__Us | | | |
|      | Assignments: | | Fri 2 3% | 3% |
|      | - Forum 5.1: Letter of Inquiry | | | |
|      | - Forum 5.2: Evaluation Narrative | | | |
|      | Assignment. Forum 5.3: Partial Draft of Grant Proposal including: | | Sat 7 | 2% 2% 4% 4% |
### Program Budget and Sustainability

**Goals:**
- Develop a realistic program budget, based on needed resources.
- Articulate future funding for your program.

**Read:** The Only Grant Writing Book You Will Ever Need Lesson 12 Budget, Lesson 13: Sustainability Winning Grants Step by Step: Steps 7, 8 and 10

**Assignments:**
- Forum 6.1: Program Budget Worksheet
- Forum 6.2: Program Budget and Sustainability Narrative
- Forum 6.3: Program Summary Narrative

### Organizational Budget and First Complete Draft

**Goals:**
- Write an appropriate cover letter
- Organize and complete first complete draft of your grant proposal

**Read:** The Only Grant Writing Book You Will Ever Need Lesson 15: Front and Back Winning Grants Step by Step: Step 11

**Assignments:**
- Forum 7.1: Cover Letter
- Forum 7.2: First Complete Draft of Grant Proposal
  - Organize, edit and assemble the first complete draft of your proposal. (12-20 body pages). Include:
    - Cover page
    - Table of Contents
    - Program Statement, Need, and Supporting Research
    - Organizational Background
    - Program Goals and Objectives
    - Program Activities and Resources
    - Program Budget and Sustainability Narrative
    - Program Summary
    - Appendices:
      - Research References
      - Program Budget – Table
      - Organizational Budget
### Final Draft and Follow Up

**Goal:**
- Submit a completed grant: Narrative and Appendices

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Hours</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read. The Only Grant Writing Book You Will Ever Need Lessons 16 and 17 and Funders Roundtable 3</td>
<td>Wed 3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Assignment. Forum 8.1: Final Complete Grant Proposal. (12-20 body pages) Assignment. Forum 8.2: Share the Three Most Important Lessons Learned in This Class</td>
<td>Thurs 12, Sat 2</td>
<td>12, 3</td>
<td>12%, 3%</td>
</tr>
<tr>
<td>Overall</td>
<td>Total estimated hours based upon 17 hours per week for 8 weeks</td>
<td>135</td>
<td>100%</td>
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