

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

REPORT OF SHORT TERM COURSE OFFERING

Title of Course Grant Development Management in Education

Course Number 0824.515 Credit Hours 3 S.H. Graduate

Sponsoring Department Educational Admin. Staff Member Assigned Dr. James Pallante

Term Offered Interession 76 Specific Time Period If Not Full Term _____

Location Robinson Number of Students Enrolled 4

I. Brief description of the course:

Seeks to provide students with an understanding of managing the complete grant development cycle in education based upon their understanding of the theory and principles of educational management.

II. Recommendation for future consideration:

A. I do not recommend that this course be offered again.

Comments:

B. I recommend that this course be considered by the College Curriculum Committee for approval for subsequent offering.

Comments:

III. Attachments - Please attach to this form the following:

- A. Student evaluations and comments regarding the course offering.
- B. Colleague evaluations and comments regarding the course offering.
- C. Copy of final proposal.

Signed: _____

Department Chairperson

PLEASE COMPLETE AND RETURN TO DR. KENNETH CLAY AS SOON AS POSSIBLE

1. Title of the Course: Grant Development Management in Education
Department: Educational Administration
Sponsor: Dr. Maurice Verbeke
2. Essence:
 - a. Graduate
 - b. 3 semester hours credit
 - c. Advanced graduate
 - d. Prerequisites: 0827.637 (Administrative Theory and Behavior
or equivalent)
 - e. Restricted elective for all School Administration and
Supervision programs.
 - f. Academic year 1976-77 - normally one semester per year and
upon demand.
3. Other Details:
 - a. Both full and part-time faculty are available in the department.
These are no specific additional needs.
 - b. Library facilities are adequate. These are no specific
additional needs.
 - c. There are no special space needs.
 - d. Fundamentally, this course seeks to provide students with an
understanding of managing the complete grant development cycle.
The students will learn a systematic approach for merging
institutional needs with appropriate sources of public and
private fundings. Students will deal with idealized and
theoretical administrative models for establishing a grant
development capability, which they will modify to a real-
life situation as part of their course work. Students will
also develop and complete a proposal, thereby actually com-

pleting the cycle.

e. Objectives

Specifically, the course Grant Development in Education will seek to provide students with a knowledge and understanding of:

- 1) The nature of grant development
- 2) The organization and maintainance of an instututional grant development capability
- 3) How to develop and organize a proposal
- 4) How to locate sources of funding
- 5) The grant instrument
- 6) How to evaluate a proposal
- 7) Proposal follow-up and critique

4. Syllabus

History and Nature of Grant Development:

Students will learn what educational grant development is and what it is not. They will become acquainted with the basic philosophy of various funding agencies. Certain popular myths about grant development will be analyzed. There will be some stress on describing the traits desirable in an educational re-search worker.

Organizing the Grants Office

The various ways and means of organizing a grant development capability will be studied with focus on two main functions:

- 1) locating programs and submitting proposals and
- 2) administering grants once they have been awarded. There

will be an examination of the "modus operandi" of carrying out these functions.

The complexity of the grant development cycle is caused primarily by the fact that successful work in the field requires a unique configuration of interlocking scholarly, personal, and administrative skills. Grant development and grant development management is an active and personal process. Teaching and learning the cycle is a prime example of John Dewey's principle that one learns by doing. While the course will deal with theoretical background learnings, this course will emphasize getting the students to do things as active participants in the grant development cycle.

Perhaps the philosophy of teaching the course can be best illustrated by briefly describing a few procedures, focusing on a few activities considered not necessarily in any logical or psychological order.

Evaluating Completed Proposals:

Using completed proposals, students will be required to make a written evaluation of three such documents. They will make these critiques after having been taught in class the criteria by which proposals can be evaluated.

Organizing a Grant Development Office

Students will design a working model for the organization of a grant development office based on those principles taught in class.

Developing a Proposal:

Students will develop a "live" proposal from conception to submission. This may be an individual or a team effort and

will be supervised by the instructor.

Establishing Agency Contacts:

A series of guest speakers active in the field will explore appropriate and preferred methods for agency contact and related matters.

Perhaps the above examples are sufficient to buttress the contention that learning in this course will be an active process. Of course, there are other skills not listed above: gathering information, making initial inquiry, preliminary submission, in-person visitation, follow-up, proposal endorsements, writing style and documentation, and agency bias are a few. All these and other skills will have an opportunity to develop, especially as they plan and complete a proposal - the culminating activity of the course.

EVALUATION PROCEDURES

Major emphasis on the evaluative process will be placed upon student performance on the suitability to a real life setting of the management model for a grant development office and to the completed proposal prepared for submission. The fate of the finished proposal will not be considered.

Developing a Proposal:

Considerable time will be devoted to the conceptual and technical development of a proposal with focus on the grant instrument and an understanding that a grant represents a mutual joining of interests on the part of the grantor and grantee institution in the pursuit of a common objective.

Marketing a Proposal:

This very important phase of the cycle will explore the validity of maintaining credible on-going relations with

appropriate funding and support agencies; the methods for anticipating trends of funding; and the futility of trying to "force-fit" a proposal.

Follow-up and Critique:

Students will be given techniques for utilizing feedback on proposals for the purpose of obtaining positive cumulative effect for defining home institutional capabilities.

SAMPLE TOPICS

Administrative Theory

History and Nature of Grant Development

Understanding Educational Organizations

Organizing the Grant Office

Complex Organizations

The Role of a Grants Administrator

Social Behavior and the Administrative Process

Identifying Sources of Funding

Developing a Proposal

A Model for Shared Decision Making

Grant Instruments

Developing a Budget

Funding Agency Relations

Support Agency Relations

Evaluation of Proposals

Proposal Follow-Up

Bureaucracy

Federal Agencies

State Agencies

Private Agencies

Politics of Grant Development

5. Rationale

A course of this nature is designed to be helpful to graduate students of varying types. For example, it will provide perspective for students of educational administration by permitting them to design, manage, and evaluate a program under supervised conditions. The course, too, will oblige the participant to develop and demonstrate graduate level research and writing skills. Finally, there is significant understanding of the field of public relations and the politics of educational funding.

6. Results of Consultations:

Requested input from:

Dr. Stan Cohen, Department of Educational Administration
and Supervision

Dr. Joseph Pizzillo, Department of Foundations of Education

Dr. James J. Pallante, Director of Grant Development

7. Catalogue Description:

0827.641 Grant Development Management in Education: This course seeks to provide students with an understanding of managing the complete grant development cycle in education based upon their understanding of the theory and principles of educational management.

Grant Development Mgmt. in Education

Bibliography

ARTICLES

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Litchfield, Edward H., "Notes on a General Theory of Administration," Administrative Science Quarterly, (June, 1956). pp. 3-29.

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BOOKS

Adler, Mortimer J. and Mayer, Milton. The Resolution in Education. Chicago: University of Chicago Press, 1958.

Allen, Edison B., ed. Fundamentals of Educational Fund-Raising. Washington, D.C.: American Alumni Council, 1968.

Blau, Peter M. Bureaucracy in Modern Society. New York: Random House, 1956.

Blaug, March. Economics of Education: A Selected Annotated Bibliography. New York: Pergamon Book Co., 1967

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Helmer, Olaf. The Use of the Delphi Technique in Problems of Educational Innovations. California: RAND Corporation, 1960.

Iannoccone, Lawrence. Politics in Education. New York: The Center for Applied Research in Education, Inc., 1967.

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Kimbrough, Ralph. Political Power and Educational Decision Making. New York: Rand McNally and Co., 1964.

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Rowland, Howard S., Guide to Federal Aid for Cities and Towns. New York: Quadrangle Books, Inc., 1971.

The Federal Government and Education. Washington, D.C.: Government Printing Office, 1963.

U.S. Congressional House. Committee on Education and Labor. A Compilation of Federal Education Laws. 92d Congress, First Session. Washington, D.C.: Government Printing Office, 1971.

U.S. Department of Health, Education, and Welfare; Office of Education. Catalogue of Federal Education Assistance Programs. Washington, D.C.: U.S. Government Printing Office, 1974.

Willner, William and Hendricks, Perry B., Jr. Grants Administration. Washington, D.C.: National Graduate University, 1972.

Willner, William and Nichols, John P. Revenue Sharing. Washington, D.C.: Pro Plan International Ltd., Inc., 1973.

APPENDIX I

STUDENT EVALUATIONS

January 21, 1976

GRANT DEVELOPMENT & MANAGEMENT

Highlights of the course included practical work on grant development, an exposure to the available materials and sources, and an overview of bureaucratic systems. Also included was a bit of theoretical framework for the political, educational and leadership models.

Because of the time element and our concentration on grant development, the course supplied a rather survey-type exposure to grant development and management.

I highly recommend that this course be offered during the regular semester because the material is too rich and varied to be experienced and covered in such a limited time. The professor sensed the needs and limitations of the class and provided the type of experience (actual work and theoretical framework) which resulted in an on-going educational experience.

Critique of the Grant Development & Management Course

Deficiencies:

- a) Not enough time available to develop proposals
- b) No extended theory due to short time allocation

Suggestions for improving course

- a) Rescheduled during regular semester
- b) More time devoted to developing grant to the logical, although not necessarily successful, conclusion.

Benefits of the course

- a) Possibly very helpful in Educational Public Relations field
- b) Time, although it was too short, spent wisely

COURSE EVALUATION: GRANT DEVELOPMENT MANAGEMENT

Weaknesses:

- 1) Too few students were enrolled in course.
- 2) Too little time: This type of course has far too much content to be adequately covered in 12 class meetings
- 3) No text was available to provide focus for grants management theory

Strengths:

- 1) Instructor's experience and knowledge of subject were strongest aspect of course
- 2) Materials available in Dr. Pallante's office provided tremendous source of information

Suggested Changes:

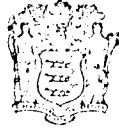
- 1) Limit course to graduate students only.
- 2) "Administrative Theory" should be prerequisite before taking this course
- 3) Offer course in Fall or Spring semesters, not in Intersession
- 4) Minimum enrollment should be 10-15 students
- 5) Use of bibliography and texts should be pursued

I have never had a master's course so it is difficult for me to know just what to look for in one.

The best thing I see about the course is the amount of useful information I received from it. But so much information was given in such a short time that it was difficult to grasp all the important things. The course is one of the best I have had but I feel that it should be given in a regular session.

APPENDIX II

COLLEAGUES EVALUATIONS



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

November 14, 1975

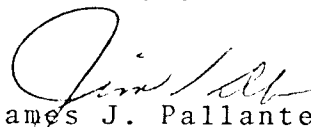
Dr. Maurice Verbeke, Chairperson
Educational Administration
Glassboro State College

Dear Maurice:

It was a pleasure working with you in developing the course proposal: Grant Development Management. After reading the final draft, I am pleased to say I can't find any serious omissions. All in all it looks like it will work. My only reservation is that it may attempt to do too much with 3 credit hours, but I suppose your department can deal with that after teaching the course a few times if it is a problem.

Good luck with the proposal and let me know if I can be of any help.

Sincerely yours,


James J. Pallante
Director
Grant Development

JJP:db



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

TO: Dr. Maurice Verbeke
Chairperson
Department of Educational Administration

FROM: Dr. Joseph J. Elzillo ⁸
Foundations of Education Department

DATE: November 13, 1975

RE: Evaluative Statement on course proposal: Grant Development Management
in Education

After two verbal conversations and one written correspondence with the course developer, Dr. James Pallante, my evaluation of the above course is positive and mainly supportive. My questions have been comprehensively answered and content concerns have been answered in detail.

In short, "Grant Development Management in Education," is a thoroughly unique proposal; and the course will offer an attractive regular graduate elective available to all programs. The course appears well-outlined, explicit for the most part, and contains a very comprehensive bibliography.



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

COMMUNICATIONS DEPARTMENT
609-445-7187

November 17, 1975

Dr. Maurice Verbeke, Chairperson
Educational Administration Department
Robinson Building

Dear Maurice:

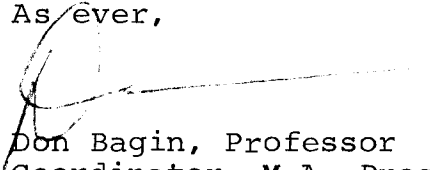
Thanks for sending me a copy of the draft proposal for the new course. As you know, I feel this course is very much needed on the campus.

I would certainly direct our majors to choose this course as an elective. It would be a real service to provide this kind of course for our people.

I have only one concern: Why do you suggest "Administrative Theory and Behavior" as a prerequisite? What would an equivalent be considered?

Let's discuss this when you get a few moments.

As ever,


Don Bagin, Professor
Coordinator, M.A. Program
School Information Services

P.S. I've enclosed a copy of our latest book.

see follow



State of New Jersey
 GLASSBORO STATE COLLEGE
 GLASSBORO, NEW JERSEY 08028

November 3, 1975

*Looks good to me - Jim
 but I discussed this for some
 time several weeks ago. Adam
 Henry as pre-requisite
 seems questionable
 Alan*

Dr. Stan Cohen
 Educational Administration Dept.
 Glassboro State College

Dear Stan:

You will find enclosed a draft proposal for a new course which our department may wish to sponsor. I would appreciate your reviewing the proposal and consulting with me as we seek to finalize the proposal. Jim Pallante and I have developed the proposal to its present state, so feel free to direct your verbal response to either Jim or myself. At the end of the process I would ask you to submit to me in writing your individual reactions, so I may include them as part of the proposal for the benefit of our department and the Curriculum Committee should we agree to proceed that way.

*Jim,
 paper - sent
 to work out!
 Mabel*

I am also enclosing a copy of the Guidelines for the Preparation of Course Proposals for your convenience. Your early response would be greatly appreciated.

Sincerely yours,

Maurice Verbeke
 Maurice Verbeke
 Chairperson
 Educational Administration

Enc.

MV:db