Course Change Request

Date Submitted: 01/30/18 9:53 pm

Viewing: EDCI 639 : Grant Writing for Professional Development

Last approved: 09/05/17 3:19 am
Last edit: 02/01/18 2:03 pm
Changes proposed by: ambyrios

Catalog Pages referencing this course:
- Department of Teaching, Learning and Culture
- EDCI - Educ Curriculum & Dev
- Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrios@tamu.edu">ambyrios@tamu.edu</a></td>
<td>979-862-8122</td>
</tr>
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Rationale for Course

Edit
- The proposed changes are for accreditation purposes.
- Other
  - The proposed changes are part of a routine curriculum review.

Explain other rationale:
- Distance education equivalency update.

Course prefix: EDCI
Course number: 639
Department: Teaching, Learning & Culture
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019

Complete Course Title:
Grant Writing for Professional Development

Abbreviated Course Title:
GRANT WRITING PROF DEV

Catalog course description:
Focus on the skills necessary to address a Request for Proposal (RFP) through the development and writing of a competitive funding proposal; attention to the process of identifying foundation, public, and corporate funding opportunities available to support specific programmatic needs/areas.

Prerequisites and Restrictions:
- Graduate classification.
- Concurrent Enrollment: No
- Should catalog prerequisites:

https://nextcatalog.tamu.edu/courseleaf/approve/
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

1. Learning Outcome: Students will examine the basic principles and terminology associated with the process of responding to an RFP/RFA.
   Learning outcome is met through assigned readings and discussions with their team members as they address each component of their draft grant proposal (e.g., Need Statement, Organizational Capacity Statement, Budget and Budget Narrative, etc.).
2. Learning Outcome: Students will become knowledgeable about private foundation and corporate offerings, as well as national and state public grant resources, available to organizations and individuals.
   Learning Outcome is met through an individual assignment in which students identify five funding agencies (foundations and public entities) that typically provide funding in areas in which students are interested and compile a database of funding information for each agency (e.g., contact person/information for entity, description of application process, funding cycle, number of proposals funded annually, types of projects typically funded, etc.).
3. Learning Outcome: Students will develop grant-writing skills that are applicable to many types of grant projects.
   Learning Outcome is met: After identifying a specific funding opportunity, student teams develop a draft of each component of a grant proposal. Drafts are shared with the instructor for feedback.
4. Learning Outcome: Students will understand the components of a successful grant proposal, such as the abstract or executive summary, project design and methods, assessment, budget and budget justification, etc.
   Learning Outcome is met: After identifying a specific funding opportunity, student teams develop a draft of each component of a grant proposal. Drafts are shared with the instructor for feedback.
5. Learning Outcome: Students will demonstrate the knowledge gained regarding the process of researching funding sources and writing a grant proposal by preparing a proposal that could be submitted to a variety of funding entities.
   Learning Outcome is met: Based on feedback from instructor, student teams develop final copy of a grant proposal that could be submitted to the funder. Students participate as members of a mock review panel to reading and provide written feedback on colleagues’ proposals.

Meets traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.

The required hours for EDCI 639 are met in several ways:
- Readings from the text/instructor-provided literature and on-going discussions via the eCampus course room discussion board
- Assignments completed independently
- Assignments completed as part of a team
- Regular virtual meetings via Collaborate Ultra in eCampus facilitated by instructor
- Regular phone conferences with individual students and student teams facilitated by instructor via FreeConferenceCall.com
- Virtual meetings of students for discussion and/or for group assignments via Google Hangout and eCampus Collaborate Ultra

Will this course be taught as a distance education course?  
Yes  No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.  
Yes

Is 100% of this course going to be taught in Texas?  
Yes

Will classroom space be needed for this course?  
No

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
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<tr>
<td>(EDD-EDCI) Doctor of Education in Curriculum and Instruction</td>
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Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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<tbody>
<tr>
<td>Upload syllabus</td>
<td>EDCI 639 Syllabus.pdf</td>
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</table>

| Letters of support or other documentation | No |
| Additional information | |
| Reviewer Comments | |
| Reported to state? | No |
SYLLABUS*

EDCI 639: Grant Writing for Professional Development
Spring 2017
Website: eCampus.tamu.edu

*This syllabus is intended as a guide, not as a contract. If it is in the best interest of the class to make revisions, the instructor will do so. The instructor will notify students promptly of any revisions.

Meeting Times/Location: Online

Instructor: Dr. Jacqueline Stillisano

Contact Information: 979-845-8098 (office)
jstillisano@tamu.edu

Virtual office hours: By request.

Communication: I am generally at my computer and available during the workday or the evenings. I try to answer e-mails within 24 hours of when I receive them. If you don’t receive a response from me within 48 hours, however, feel free to email a reminder. I don’t want to overlook any of your e-mails. If it’s something urgent, please call me on my office telephone, and if I’m not there, leave a message and I’ll call you as soon as I’m available.

Please email me directly, with an appropriate subject line, if you have questions or concerns that are of a private nature. If you have questions or concerns in regard to course processes/procedures, content, or assignments, please address your emails to everyone in the class. That way all of your colleagues can have the benefit of my responses, everyone will feel more engaged as a member of the class community, and hopefully, I won’t receive the same question from 22 different people. :-)

The easiest way to send an email that includes everyone in the class is to click on the “outside email” link on the menu on the left side of the screen when you enter the Homepage of the eCampus classroom. Next click on “all users.”

I regularly post information in the “Announcements” section of the eCampus classroom and send it out via email to make sure students receive information in a timely manner. Please check for announcements every time you enter the eCampus classroom, and check your TAMU email frequently—as well as your SPAM or junk email—for emails from me.
In addition, I hold class meetings via Blackboard Collaborate throughout the semester to provide mini-lectures, discuss assignments, respond to student questions, etc. Attendance at these meetings is not required, although I recommend that you participate if at all possible. I record the Collaborate meetings, and if you are unable to attend, my expectation is that you will listen to the recordings within two days after the Collaborate meeting.

**Course Description:** At the core of any successful grant proposal is a great idea, typically addressing a gap in the existing knowledge base (research proposal) or a gap in practice (outreach proposal). This course focuses on developing the craft of good grantmanship in support of your good ideas.

The ultimate goal of this course is for students to learn the skills to enable them to (a) understand the requirements of a specific funder and/or funding opportunity and (b) write a potentially successful (fundable) grant proposal. Students will engage in the process of identifying federal, state, and private (foundation) funds that are available and will learn the skills necessary to address a Request for Proposals (RFP) or Request for Applications (RFA) through developing and writing a competitive outreach funding proposal.

**Learning Outcomes or Course Objectives:**

- Students will examine the basic principles and terminology associated with the process of responding to an RFP/RFA.
- Students will become knowledgeable about private foundation and corporate offerings, as well as national and state public grant resources, available to organizations and individuals.
- Students will develop grant-writing skills that are applicable to many types of grant projects.
- Students will understand the components of a successful grant proposal, such as the abstract or executive summary, project design and methods, assessment, budget and budget justification, etc.
- Students will demonstrate the knowledge gained regarding the process of researching funding sources and writing a grant proposal by preparing a proposal that could be submitted to a variety of funding entities.

**Course Requirements:** This is a 3-hour course delivered via eCampus. The assignments include reading assigned materials, participating in online discussions and peer review processes, and developing a model grant proposal. It is important for individuals taking this course to complete assignments in a timely manner and to communicate regularly with the instructor. Students are expected to (a) access and follow all course instructions found in the content area of eCampus, (b) read all assigned readings, (c) listen to all online lectures/videos/audio-recordings of Collaborate meetings, (d) participate fully as a member in all group-assigned activities, and (e) submit assignments electronically using the eCampus assignment tool.

The course consists of five modules, each one building on previous material. Each of Modules 1–3 contains assigned readings, additional resources, and a final task or assignment that will be submitted to the instructor via the eCampus assignment tool or on the eCampus discussion board. Module 4 is a multi-week project that will result in the
primary course deliverable—a completed model grant proposal. Module 5 is a mock review panel exercise, in which students provide peer feedback to their colleagues.

By the end of the course, the student will have acquired the necessary skills to locate and research a funding source and to plan and write a grant proposal that is suitable for submitting to a funding agency.

**Group Participation:** Beginning in week 3, students will self-select into small grant-writing teams of 3-4 students. You are not required to participate as a member of a team, although I strongly encourage it. Writing a quality grant proposal is hard work, and most successful grant proposals of the complexity I'm expecting in this class are a group effort. Members of the individual teams are expected to actively and enthusiastically contribute to the process of developing and writing each component of their team’s grant proposal. Whether you complete your proposal independently or working collaboratively, however, you must (a) submit each required component in a draft form and (b) complete any required edits/rewrites, in order to receive full credit.

In the last 2-3 weeks of the class, you will participate in a different small group exercise, as a member of a review panel, to read, rate, and provide feedback for the proposals of other proposal-writing teams. Over the course of the semester, you will complete approximately 50 pages of polished writing, in addition to initial drafts.

**Attendance and Work Completion:** "Attendance" and presence are required for this class. Students are expected to actively participate in online discussions initiated by the instructor and/or other students by posting substantive contributions to the discussions. (See Response/Participation Criteria below.) Class and group discussions are an important component of the course, which makes the quality of the course dependent on the quality of each student's preparation and participation. Postings that are not submitted on time detract from the quality of a discussion.

If this were a face-to-face class in which discussion/participation were part of your grade, and you appeared on the day after the class to contribute your voice to the discussion, it wouldn’t be much of a discussion—it would just be you, talking to yourself. The same thing applies to an online discussion. In addition, it’s unprofessional to your colleagues who cannot meet their requirement to respond to you, if you don’t post in a timely manner.

The course will have specific dates by which assignments will be due; assignments are due by **11:59 p.m. Central Time.** (Please keep in mind that we switch from Standard Time to Daylight Saving Time at 2:00 a.m. on Sunday, March 12, 2017). Points will be assigned for each course activity, and failure to complete assignments by due dates may result in reduced or no credit for the assignment (See Grading Policy below).

**Make-up Work Policy:** My policy regarding late work is based on Texas A&M University student rule guidelines ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)) regarding excused/unexcused absences. Specifically, students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for an absence. If you foresee difficulty of any type that may prevent timely submission of assignments, please notify me as soon as possible.

If you have some extraordinary circumstance that necessitates a request for an extension, I highly recommend that your request be made in advance.
Course Netiquette: Students should show respect to fellow students and the professor during all online class discussions (see Netiquette Guidelines below). Remember, discussion boards are for whole-group/class discussions. If a question that is private in nature needs to be asked of the professor or a fellow student, a personal e-mail is the appropriate communication tool. When in doubt, an email to the individual(s) is always best.

Required Textbooks and Optional Resource Material. All reading materials required for the course (with the exception of the required text and APA manual) are available on our eCampus classroom site or at identified URLs on the Internet.

Required Materials:


Other Required Resources:

Companion website for the text, providing additional resources: http://wordandraby.com/getting-funded/book-resources/


Course Assignments and Values. You will be evaluated in this course based on your participation in class (via the discussion board), your submission of written assignments, your completed funding proposal, and peer reviews of your classmates’ proposals. Each assignment for the course has specified points (see Tentative Outline of Readings/Assignments/Due Dates below).

Grading Policy: Grades will be assigned as follows:

Grade of “A” will be assigned for accumulating between 90% and 100% of total points. Grade of “B” will be assigned for accumulating between 80% and 89.9% of total points. Grade of “C” will be assigned for accumulating between 70% and 79.9% of total points. Grade of “D” will be assigned for accumulating between 60% and 69.9% of total points. Grade of “F” will be assigned for accumulating less than 60% of total points.

Incompletes: An incomplete will be given only upon written request and then only if the request meets the requirements listed in the Student Rules under Section 10: Grading (http://student-rules.tamu.edu/rule10). If a student receives an “incomplete” grade (i.e., “I”) for EDCI 639, he or she must make up the missing work within one semester or the grade for the course will become a “Fail.”

Student Concerns: If you have a concern about any aspect of the course, I would appreciate it if you could let me know as soon as possible. If I cannot resolve the issue to your satisfaction, then you are expected to complete the TLAC Concern/Opportunity/
Acknowledge (COA) Form and submit it to the TLAC Department Head (Dr. Michael de Miranda). The COA Form is available on the TLAC website.

**Academic Integrity:** “An Aggie does not lie, cheat or steal or tolerate those who do.”

All students are bound by the Aggie Honor Code. Honor Council Rules and Procedures can be found on the web at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

As part of the first week’s assignments, students will submit a signed copy of the Academic Integrity Statement (see Assignments in Module 1 in eCampus).

**Netiquette Guidelines:** "Netiquette" is Network Etiquette, the rules of proper behavior in an online environment. Online communication can be difficult sometimes due to the absence of non-verbal cues and body language that we all depend upon when communicating face to face—thus the need for proper Netiquette. Rules of conduct are somewhat in a state of flux because the online medium is a relatively new one, but the following are always worthwhile suggestions to observe:

1. Remember, there’s always a human on the other end of an electronic communication. Treat him or her with the same respect that you’d like to receive.
2. What you say may be forgotten, but what you write will live on for a **long** time.
3. Be careful with humor; what appears witty or ironic to you may appear sarcastic and critical to your reader. By the same token, you may misinterpret messages sent by others to you.
4. Use emoticons and other symbols to indicate humorous intent. 😊
5. Be diplomatic; written communication often appears harsher than spoken communication. Tone is almost impossible to pick up in an email, and it's easy to offend others.
6. **DON’T USE ALL CAPS**—in addition to being difficult to read, this is considered "shouting" in electronic communication.
7. Be brief.
8. Use pertinent subject lines.
9. Keep in mind that an e-mail lacking a greeting and/or a closure may appear curt and unfriendly to your reader. (ex: Howdy! Or Regards.)
10. "Blind" copying others on personal/professional emails or forwarding others’ emails without their knowledge is not only bad Netiquette, it is unprofessional and borders on being unethical.

(Adapted from [http://www.west.asu.edu/icaxn/etiquette.html](http://www.west.asu.edu/icaxn/etiquette.html) and [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html))
## Tentative Outline of Readings, Assignments, and Due Dates

<table>
<thead>
<tr>
<th>Assignment/Directions/Resources</th>
<th>Deliverable(s)</th>
<th>Date Due</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Module 1: Before You Write</strong></td>
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<tr>
<td>• Read Syllabus</td>
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<tr>
<td>• Read Syllabus again 😊</td>
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<td>• Submit any questions/discrepancies noted in relation to the syllabus via the “outside email” tool in eCampus. Be sure to “include all” in the address line of your email.</td>
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<td>• “Sign” and submit Academic Integrity Statement, using the assignment tool in Module 1.</td>
<td>Signed Academic Integrity Statement</td>
<td>1/18/17</td>
<td>NG</td>
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<tr>
<td>• Update your contact information, including a picture, in eCampus</td>
<td>Updated contact information</td>
<td>1/18/17</td>
<td>NG</td>
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<tr>
<td>• Introduce (or re-introduce) yourself to your colleagues by posting a video on FlipGrid describing your qualifications and/or experiences in regard to grants—writing proposals, receiving grant awards, managing grants, etc. (<a href="#">Directions in Module 1 folder in eCampus</a>). This posting is to help us all get a feeling for the group’s collective experience in grantsmanship—don’t worry if you have very little or no experience! 😊</td>
<td>Introduction video</td>
<td>1/18/17</td>
<td>5 pts</td>
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<td></td>
<td>View introduction videos &amp; post video reply to each</td>
<td>1/20/17</td>
<td>5 pts</td>
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<td><strong>Readings &amp; Resources:</strong></td>
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<tr>
<td>• Howlett &amp; Bourque: Principles of Successful Grantseeking (pp. 1–7) and Chapters 1–2</td>
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<td>• How to Write an Outreach Grant Proposal <a href="http://chronicle.com/article/How-to-Write-an-Outreach-Grant/46879/">http://chronicle.com/article/How-to-Write-an-Outreach-Grant/46879/</a></td>
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<td>• Grant Makers Reveal the Most Common Reasons Grant Proposals Get Rejected <a href="http://www.philanthropy.com/jobs/2003/05/01/20030523-378096.htm">http://www.philanthropy.com/jobs/2003/05/01/20030523-378096.htm</a></td>
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<tr>
<td><strong>Assignment:</strong></td>
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<td>• Provide a brief (~100 words) description of your fundable idea. <strong>This will be a very general statement at this point.</strong></td>
<td>Description posted on discussion board in eCampus</td>
<td>1/20/17</td>
<td>5 pts</td>
</tr>
<tr>
<td>• Read the general ideas that your colleagues have posted for potential grant proposals, and reach out to others with ideas similar to yours and form your teams. You are not required to participate as a member of a grant-writing team, although I strongly encourage it.</td>
<td>Submit your team roster for approval. One person should email me with team members’ names; other members of the team should be included in the email.</td>
<td>1/24/17</td>
<td>NG</td>
</tr>
<tr>
<td>• Complete and sign Team Contract</td>
<td>Submit “signed” Team Contract, via email. One person should submit the contract; all members of the team should be included on the address line. <strong>Instructor must approve all teams.</strong></td>
<td>1/25/17</td>
<td>5</td>
</tr>
</tbody>
</table>
### Module 2: Researching Potential Funders

**Readings & Resources:**
- Howlett & Bourque: Chapters 4–7 & pp. 236–237
- Grantsmanship Center: *Where’s the money? Find the Right Funding*
- Grantsmanship Center: *Funding State-by-State*

**Assignment (Individual):**
- Identify (a) 5 funding agencies that typically provide funding for projects in programmatic areas such as the area in which you are interested and (b) a specific program announcement (RFA, RFP, etc.) for each. It's okay if you have missed the deadline for submission.
- These must be large private funding agencies, such as the Kellogg Foundation or the Dell Foundation, or major public entities, such as the US Department of Education (US DOE) or the National Science Foundation (NSF). Many funding sources with smaller budgets do an admirable job of funding various proposals, but their proposal guidelines and funding resources are not stringent enough to meet the level of complexity required for this class.
- Complete a funding chart with information for each funding agency. More detailed directions and a template for the funding chart are provided in the Module 2 folder in eCampus. The chart must be filled out completely for you to receive full credit. This will involve effort, in some cases.

**Assignment (Team):**
- Share your identified possible funding sources with your team. Working collaboratively, your team will identify a potential funding source (if you were to actually submit your funding proposal), outline the funder’s requirements as specified in the RFA/RFP, and develop a final idea for a funding proposal.

- Use the assignment tool in eCampus to submit chart of potential funding agencies.

### Module 3: Developing Your Proposal Idea

**Readings & Resources:**
- Howlett & Bourque: Chapter 15
- Foundation Center: *What Should Be Included in a Letter of Inquiry?*

**Assignment (Team):**
- Working collaboratively, respond to the Proposal Overview Questions to develop an overview of your proposal. The Proposal Overview Questions can be found in the Module 3 folder in eCampus.

- Use the assignment tool in eCampus to submit your team’s responses to the Proposal Overview Questions.

**Assignment (Team):**
- Working collaboratively, write a 2- to 3-page Letter of Inquiry to your chosen funding agency. (Your funding agency may not call for Letters of Inquiry; in that case, write a sample letter.) See Module 3 folder in eCampus for more detailed directions.

- Use the assignment tool in eCampus to submit your team’s Letter of Inquiry.
## Module 4: Writing Your Grant Proposal

### THE STATEMENT OF NEED

**Readings & Resources:**
- Howlett & Bourque: Chapters 9 & 2
- TAMU OPD: Chapter 9-E
- NIH: *Tips for Applicants*
  - [Link](http://www.youtube.com/watch?v=9cNRMsCQfHo&feature=channel)

**Assignment (Team):**
- Working collaboratively, your team will create the Need Statement for your proposal. Your statement of need will include a review of the relevant literature.
- Use the assignment tool in eCampus to submit your team’s Statement of Need

**Due Date:** 2/23/17 10 pts.

### THE DESCRIPTION OF ORGANIZATIONAL CAPACITY

**Readings & Resources:**
- Howlett & Bourque: Chapters 13 & 1

**Assignment (Team):**
- Working collaboratively, your team will create a description of your organization’s capacity to complete the work required for the project.
- Use the assignment tool in eCampus to submit your team’s description of organizational capacity

**Due Date:** 3/2/17 10 pts.

### THE PROJECT DESCRIPTION/SCOPE OF WORK

**Readings & Resources:**
- Howlett & Bourque: Chapters 3 & 10
- Kellogg Foundation: *Logic Model Development Guide*

**Assignment (Team):**
- Working collaboratively, your team will develop a description of your proposed project. This section should include (a) a 1-page logic model, (b) a table illustrating the goals/objectives/activities/outcomes + verbiage describing the table, (c) your management/administration plan, (d) an explanation of how you will sustain the project once the funding has ended, and (e) an explanation of how you will disseminate the results.
- Use the assignment tool in eCampus to submit your team’s Project Description

**Due Date:** 3/23/17 10 pts.

### THE EVALUATION PLAN

**Readings & Resources:**
- Howlett & Bourque: Chapter 11

**Assignment (Team):**
- Working collaboratively, your team will develop an evaluation plan for your proposed project
- Use the assignment tool in eCampus to submit your team’s Evaluation Plan

**Due Date:** 4/6/17 10 pts.

### BUDGET AND BUDGET NARRATIVE/JUSTIFICATION

**Readings & Resources:**
- Howlett & Bourque: Chapter 12

**Assignment (Team):**
- Use the assignment tool in eCampus

**Due Date:** 4/13/17 10 pts.
- Working collaboratively, your team will develop a budget and budget justification/narrative for your proposed project
  eCampus to submit your team’s Budget and Budget Narrative

**EXECUTIVE SUMMARY AND SUPPLEMENTAL MATERIALS**

**Readings & Resources:**
- Howlett & Bourque: Chapters 14 & 16

**Assignment (Team):**
- Working collaboratively, your team will develop (a) an abstract/executive summary (~1 page), (b) a conclusion, (c) a cover letter or cover sheet, and (d) supplemental materials for your proposal. Supplemental materials include (a) a list of references cited in the proposal, (b) letters of support for the project, (c) CVs for the PI and co-PIs, (d) etc.
- Assemble all components of your proposal into one document
  - Use the assignment tool in eCampus to submit your team’s draft proposal 4/20/17 10 pts.

**Module 5: Proposal Review & Final Revisions**

**Readings & Resources:**
- Howlett & Bourque: Chapters 16 & 17
- Video: NIH Peer Review Session

**Assignment (TEAM):**
- Using the proposal review form provided, develop a review for each of the proposals you receive to review
  - Use the assignment tool in eCampus to submit your reviews 4/27/17 20 pts

**Final Revisions**

**Assignment (Team):**
- Based on feedback from peer reviewers, you and your team will make any revisions you deem necessary to your proposal and submit a final copy.
  - Use the assignment tool in eCampus to submit final copy of your team’s proposal 5/4/17 60 pts

**Americans with Disabilities Act (ADA) Statement:** The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Diversity Statement for the Department of Teaching, Learning and Culture:** The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.
Plagiarism Statement: The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

The Family Education Rights and Privacy Act (FERPA): FERPA requires that student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University. Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into Note. However, that giving student’s access to shared grading spreadsheets from within Bb Vista is NOT a secure way to post grades. Students must log into Bb Vista using their NetIDs and all Web pages are delivered via SSL encryption. Once logged in, students may only view their own grades as posted in the Grade Book, so there is no chance of inadvertently releasing confidential student information. Since 2003, there have been five separate incidents at Texas A&M reported to Computing and Information Services in which confidential student information has been accidentally released. In one incident, a spreadsheet containing confidential student information was accidentally sent as an email attachment to over 1,300 undergraduate students. In the other four incidents, grading personal information within either hidden columns or additional worksheets (tabs). Anyone with access to the spreadsheets could basically unhide the columns or view the confidential student information on the extra worksheets. Based on the small number of these types of incidents, most faculty clearly understand the university regulations regarding the posting of student grades and often the issue is essentially human error.

Instructional Technology Services (ITS) would like to remind faculty of the secure, online technologies available on campus for delivering student grades. IT is available to support faculty in adhering to university regulations, especially in terms of incorporating new technologies. If you would like more information about using the Bb Vista Grade Book, contact ITS at 979-862-3977 or email http://its@tamu.edu. Handouts specifically written for Grade Book use are available on the ITS Web site: http://itsinfo.tamu.edu/workshops/vista_handouts.htm. In addition, a university Standard Administration Procedure (SAP) concerning notification of unauthorized disclosure of sensitive personal information was approved July 27, 2006 and is posted on the TAMU Rules Web Site: http://rules-saps.tamu.edu/PDFs/24.99.99M1.24.pdf Instructional Technology Services, 004C Heldenfels Hall, Texas A&M University, 3002 TAMU, 979-862-3977, its@tamu.edu, http://itsinfo.tamu.edu

Course Evaluation: The evaluation of a course is one of the measures used to assess quality, strengths and need for improvement. Your constructive feedback helps me improve this
course. The course evaluation information will be e-mailed to your TAMU account at mid-point of the semester and during the last month of classes. The web site for completing the on-line evaluation is [https://pica.tamu.edu](https://pica.tamu.edu)

**Additional References:**


