Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies

MLIS 7995
Intro to Grant Writing for Libraries
Three Credit Hours

Guiding Principles (DEPOSITS)1

<u>D</u>ispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

<u>E</u>quity Principle: All learners deserve high expectations and support.

<u>P</u>rocess Principle: Learning is a lifelong process of development and growth.

<u>O</u>wnership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

<u>S</u>upport Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

<u>I</u>mpact Principle: Effective practice yields evidence of learning.

<u>T</u>echnology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>S</u>tandards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship2

1. <u>Foundations of the Profession</u>: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. <u>Information Resources</u>: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.

3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. [ALA Core Competences 1, 2, 3, 5, 8]

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA Core Competences 4]

PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA Core Competences 6]

PO 4. Demonstrate professionalism as librarians or information specialists. [ALA Core Competences 7]

Instructor

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Office Hours:	Anytime via email or appointment

Website: http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php

Beta Course Description:

Intro to Grant Writing for Libraries will introduce grant writing and help you develop skills to write successful grants for your library/information organization. You will leave the course with a strong sense of how to develop grant-writing and strategic relationship management skills for external funding proposals and opportunities.

The course focuses on the development of skills to create and manage community partnerships to provide innovative information services to various constituencies such as public libraries, special libraries and others in diverse information-related environments. You will research funding resources for your institution as well as a complete a proposal you can modify and adapt to meet submission requirements for grants in your current or future role as an information professional.

Required Textbooks / Literature / Resource Materials

- Karsh, E. & Fox, A.S. (2019) *The Only Grant-Writing Book You'll Ever Need, 5th Edition*. ISBN: 978-1541617810 **Required Textbook**
- Websites & resources as indicated in detailed module reading lists.
- Readings from LIS professional and academic literature as indicated in the detailed module reading lists. Articles will be available via GALILEO Scholar, the Odum Library's e-journals collection or on Odum Library course reserve, or links will be provided in the course website.

Course Objectives

Upon completion of this course, students will be able to:

- Recognize the role of strategic relational management in developing successful externally funded grant projects;
- Develop understanding of the grant writing process and increase competency in grant writing skills;

- Translate patron needs into a service plan to create innovative information services that will be represented in a well-written grant project;
- Include a completed grant proposal in their professional ePortfolio that may lead to positive job opportunities and prospective career development

Course Discussions/Assignments

The following list is a brief overview of the assessments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeVIEW course site in advance of that assignment's due date

	Value
Small Group/Peer Critique Discussions (PCD): (6 at 5% for each SGD)	30%
Lesson Quizzes, Short Answer Questions & Essays	30%
Assignments:	
1. Grant proposal case study review	10%
2. Preliminary Proposal	10%
3. Final Grant Proposal	20%
TOTAL	100.00%

Course Grades

Course grades will be awarded as follows:

- A: 90 – 100 percent
- B: 80 – 89 percent
- C: 70 – 79 percent
- D: 60 – 69 percent
- F: fewer than 60 percent

To be eligible for an **A** in this course, a student must complete *every* assignment.

Course Evaluation

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty

Policy (see page 5 of this document). See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf).

Attendance Policy

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

Late Policy

All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due.

Professionalism

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam

Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php.