**Microcredential Proposal Form**

**Proposer Name: Nino Jakhaia Contact Email:** **njakhaia@esf.edu** **Contact Phone: 315-470-3014**

**Department**: **Writing, Rhetoric, and Communication**

1. **Microcredential Information:**
	1. Microcredential Title: **Grant Writing Fundamentals**
	2. Type of Proposal: New Revision
2. **Detailed Microcredential Description**
	1. Microcredential alignment with ESF goals

*Describe why this microcredential (or revision) is needed to meet current or proposed goals and outcomes of the program or College. For revisions, provide explanation and/or justification for change.*

The proposed grant writing microcredential allows participants to gain proficiency in writing grants for projects that tackle global challenges, thus advancing ESF’s commitment to advancing research, knowledge and addressing humanity’s critical issues. By earning this micro-credential, participants will gain proficiency in various aspects of grant management by learning strategies for writing grant components such as abstract, narrative, budget as well as understand evaluation criteria and submission process. By integrating these elements in the workshop, the proposed micro credential can provide participants with professional skills that are applicable in various fields, thus supporting career readiness of industry professionals.

* 1. Type of Microcredential: Credit Non-Credit

*Note: For credit-bearing microcredentials, complete section 2.17. For non-credit microcredentials, complete section 2.18. Complete either section 2.17 or section*

*2.18. If you intend to offer both credit bearing and non-credit versions of your microcredential, you must submit two separate Microcredential Proposal forms.*

* 1. Anticipated launch date/semester: Spring 2025
	2. What is your anticipated enrollment? 15-30
	3. Potential target audience(s):
* Current Students
* Prospective Students
* Adult Learners
* Alumni
* Faculty/Staff
* K-12 Partners

If either of the below, please specify:

* Business/Industry Partners
	+ DOT
* Community Partners
	1. Format of the microcredential program. Check all that apply.
		+ Online (synchronous)
		+ Online (asynchronous)
		+ Online (combined synchronous and asynchronous)
		+ Hybrid
		+ In-person
		+ Other

If other checked above, please explain:

* 1. Is enrollment in this microcredential restricted to currently enrolled ESF students?

Yes No

* 1. Is this enrollment in this microcredential restricted to students who already hold a bachelor’s degree?

Yes No

* 1. Are there any other enrollment restrictions? If so, please describe.

2.10 Is this related to other microcredentials ESF offers? Yes No If yes, list related microcredentials here:

* 1. Is this part of a series of microcredentials? Yes No If yes, list other microcredentials in the series here:
	2. Microcredential Description *(this will be used in marketing and posted to the microcredential website).*

*At the end of the description, tell the learner what they will be able to do once they complete the microcredential. For example: successful completion of this microcredential prepares you to apply for positions such as... OR - this microcredential is designed for existing professionals seeking to add specialized skills to enable them to... Be sure to explain if this is a graduate microcredential. Be sure to list if this prepares you to take an industry certification exam.*

In this virtual microcredential, participants will learn how to craft successful grant applications in the public sector setting. To achieve this goal, the following topics will be covered: identifying funding sources, understanding funder’s requirements and criteria, adopting persuasive rhetorical strategies, crafting realistic budget and articulating proposal’s significance. Through real-life examples, practice assignments and analysis, industry professionals will develop skills that capture funders’ attention. Besides mastering grant writing fundamentals, the course

emphasizes creating persuasive narrative that validates the need for funding. Participants will also learn to identify matching funds and design budgets from the funder’s perspective.

The successful completion of this micro credential prepares participants to apply for grants in public sector setting.

* 1. Connection to Labor Market *(These will be listed on the ESF and SUNY websites).*

*List in bulleted form specific skills and competencies that will be mastered.*

* Familiarity with various types of grants
* Identifying funding opportunities
* Knowledge of the grant writing process and lifecycle
* Understanding funder’s goals and criteria
* Using persuasive language
* Articulating significance and impact of the proposed project
* Creating realistic and detailed budget
* Refining proposals to enhance readability and impact
	1. Industry Partner(s) (Attach supporting documents to form)

*To ensure alignment to the workforce, supportive documentation demonstrating collaboration with business/industry, P-12, or community organizations needs to be included (letter of support, feedback from 5-year review report, etc.). Briefly describe your contact with an industry partner below, and attach supporting documentation to your submission.*

 See Department of Transportation Grant Writing workshop request attached.

* 1. Microcredential Student Learning Outcomes (MSLOs)

*In order to complete the microcredential, the student will be able to do the following:*

* + - Identify relevant funding opportunities
		- Understand the grant writing process and fundamentals of grant writing in general
		- Use persuasive rhetoric
		- Craft a budget
		- Understand evaluation criteria and submission process
		- Formulate significance and impact of the grant
	1. Assessment of MSLOs

*How will the MSLOs be assessed?*

In addition to assessment of the component course learning outcomes described below, the microcredential learner will complete a cumulative assessment that addresses the above listed Microcredential Learning Outcomes.

I will use the combination of the following assessment methods:

1. Written assignments including segments of the grant proposal
2. Peer reviewing and providing feedback to one another
3. Assignments that require participants to apply their knowledge to solve practical grant writing scenarios or challenges
4. Presentations

*What* ***sharable artifacts*** *will students produce that demonstrate mastery?*

To demonstrate mastery, participants will produce the completed mock grant proposal tailored to a specific funding agency, including all required sections such as executive summary, needs assessment, project description, budget, and evaluation plan.

* 1. Credit-bearing requirements, if applicable For credit bearing Microcredentials
		+ # of Courses Required
		+ Total credit hours

|  |  |  |  |
| --- | --- | --- | --- |
| COURSE # | Course Title | Credits | Faculty /Instructor/Sponsor |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*\*Attach draft of syllabi for any new courses*

Minimum course GPA (if different from 2.0) Time to complete: semesters

Learners who have completed the above courses no more than three years prior to the learner’s microcredential completion application may be awarded a microcredential, unless otherwise determined by the department. If you would like to determine a period of time other than three years, please specify here.

* 1. Non-credit requirements, if applicable

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | Description | Anticipated Amount of Time toComplete | Faculty /Instructor/Sponsor |
|  | Identifying funders and writingproblem statement | 2-3 hours | **Nino Jakhaia** |
|  | Completing statement of need | 2-3 hours |
|  | Defining goals and objectives | 3 –4 hours |
|  | Developing Budget and evaluationplan | 4 – 5 hours |
|  | Developing Logic Model | 4 hours |
|  | Presentation | 1-2 hours |

*\*Attach draft of syllabi for any new courses*

Total time to complete: 6 weeks | months | (circle one) Time intensity: 5 hours per day | week (circle one)

2.19 Course Materials

If the materials are the same as an existing approved course outline, a note can be made below.

\*Equivalent materials may be substituted.

Instructor will provide the materials. Participants would only need access to the computer and internet to complete the tasks.

|  |  |
| --- | --- |
| Cost | Title/Description |
|  |  |
|  |  |

* 1. Is grant funding available for this microcredential? If so, summarize the funding below.

No

* 1. Does this microcredential stack to another certificate or degree program? If so, which one(s)?

No

* 1. Does this microcredential give the learner the opportunity to test for or otherwise earn an industry certification? If so, summarize the certification below.

No

2.23 What is the schedule of regular programmatic assessment and evaluation? *(Best practice suggests completing program level assessment on a cycle no longer than 2-3 years, but some microcredentials might require shorter intervals).*

* Courses are evaluated and revised based on student feedback every semester.
* Department peer evaluation each semester.
* Regular faculty meeting with Department Chair.
1. **New Institutional Impacts**

This section pertains to forecasting institutional resource needs to support the microcredential creation or revision. Consider things like staffing needs, classroom or technology resources, and/or transportation requirements and list any needed resources below. Note that, if this is a revision, only the impacts of the revision should be included.

* 1. Staffing needs: One or two faculty members; microcredential will initially be taught by current faculty.
	2. Classroom resources (physical facilities in a laboratory, lecture hall, flexible space, academic computing): N/A
	3. Technology resources (e.g., electron microscopes, UAVs, GPS receivers, survey equipment, etc.): N/A
	4. Computing resources (software licensing, hardware, access): N/A
	5. Library resources (subscriptions, services): N/A
	6. Transportation requirements (budget, fees, fleet, vehicles): N/A
	7. Forest properties or field practicum facilities (Note: Please contact Forest properties each semester to schedule): N/A
1. **Health and Safety Considerations**

Will any of the conditions or situations outlined below be present in association with the microcredential?

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| 4.1. Will substances with any of the following properties be used during instruction: flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential tocause harm or injury? |  | X |
| 4.2. Will any physical hazards be present during instruction? (e.g. machines that need safety guards; razor blades or syringes; compressedgases, etc.) |  | X |
| 4.3. Will any biological hazards be present during instruction? (e.g. handling animals [rabies or hantavirus]; cultures or stocks of infectiousagents [fungal spores, viruses, bacteria, etc.]) |  | X |
| 4.4. Will any radiation hazards be present during instruction? (e.g.radiosotopes, X-rays, ultraviolet rays, lasers, etc.) |  | X |
| 4.5. Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction? (Give considerable thought to electrical use outdoors, or any potentially wetlocation) |  | X |
| 4.6. Will there be any personal safety issues related to the class? (e.g. due to time of day or location, at the end of any organized class exercise, willstudents be in danger of physical assault, etc.) |  | X |
| 4.7. Will any students be driving official state or research sponsored landor water vehicles during any class or instructional exercise? |  | X |
| 4.8. Will any type or personal protective equipment be necessary during class exercises? (e.g. hard-hats, eye/face protection, hearing protection,hand/foot protection, lab coat, visibility clothing, etc.) |  | X |

**6. SIGNATURES**

\*Microcredentials that span disciplines, departments, or schools will require signatures from all stakeholder .

Author of microcredential

9/26/24

Date *I*

Department Academic Affairs Committee Representative Date

Department Chair Date

Provost Date

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