

# 2004-2005 Request for Proposals: Course and Module Development Grants

## Indiana Partnership for Statewide Education

### Application Deadlines:

Sept. 17, 2004 – proposals due to IPSE institutional representatives

October 1, 2004 – proposals due in IHETS office

Indiana Higher Education Telecommunication System

714 North Senate Avenue

Indianapolis, IN 46202-3112

phone: 317.263.8900

### I. Introduction

As an initiative of the Indiana Partnership for Statewide Education (IPSE), the Indiana Higher Education Telecommunication System (IHETS) makes grants to Indiana colleges and universities to support development of educational content delivered via technology. The goal of this program is to help faculty expand the range of educational offerings available to citizens of Indiana in an asynchronous, online format. Grants will be awarded in an open competition among proposals submitted by individual (or teams of) faculty employed by IHETS member institutions. The total program allocation is \$250,000. (For more information about IHETS and IPSE, visit the IHETS Web site at [www.ihets.org](http://www.ihets.org).)

### II. Scope of Projects

Two different types of projects will be considered for funding:

1. **Development of a complete, credit-bearing online course**

For courses targeted at off-campus (distance) learners, the proposal must demonstrate that there is a clear and continuing external demand for the offering. If the course is intended primarily for an on-campus audience, the proposal must show that delivery via an online format will significantly improve educational outcomes and/or increase the availability of the course by accommodating a larger number of students than the equivalent face-to-face version.

2. **Development of a single, stand-alone online instructional module or a group of related learning modules**

Modules supported under this program may be incorporated into larger credit or noncredit courses or they can be presented as standalone, noncredit offerings for professional development or personal enrichment. For modules targeted at off-campus (distance) learners, the proposal must demonstrate that there is a clear and continuing external demand for the offering.

*Instructional modules* are asynchronous learning resources covering a single topic or group of closely related topics and forming part of a learning unit. Modules often make intensive use of multimedia objects and frequently incorporate self-tests as well as more formal learning assessments. They may be instructor-led or self-paced. For examples of modules developed at Indiana institutions and elsewhere, see:

[http://www.ihets.org/progserv/education/grants/resources/module\\_examples.html](http://www.ihets.org/progserv/education/grants/resources/module_examples.html)

### III. Programmatic Priorities for 2004-05

Fall 2003 saw the culmination of many months' work by two educational leadership organizations in the passage of key policy documents intended to guide Indiana toward improved educational achievement by learners of all ages. The *P16 Plan for Improving Student Achievement* was approved by the Governor's Education Roundtable in October and may be found in full at <http://www.edroundtable.state.in.us>. *Indiana's Framework for Policy and Planning Development in Higher Education* was adopted by the Indiana Commission for Higher Education in November and is posted at <http://www.che.state.in.us>.

Though each has a distinct purpose, the two documents have several points of convergence that can be addressed effectively by higher education institutions through the use of technology. Thus, the IPSE has chosen this year to give priority in funding grant proposals to projects aligned with two critical goals articulated in both policy documents. Grant-program priorities for 2004-05 are identified below, but applicants are encouraged to peruse the complete documents for further background.

- a. **Wider availability in high schools of challenging classes to improve students' preparation for and success in college.** The specific statement on page 16 of the *P16 Plan* (and underscored on pages 23-24) is "Ensure that all students have opportunities to take Advanced Placement and dual or concurrent enrollment programs to earn college credit while in high school." The wording on page 10 of *Indiana's Framework* is very similar. Proposals which seek to repurpose and disseminate such classes via technology, or to increase and improve the capacity of high-school teachers to deliver such advanced classes on site, will receive priority consideration in proposal review.
- b. **Improved and/or expanded teacher professional development opportunities.** The broad goal articulated in the *P16 Plan* is "Ensure that every student has a highly qualified and effective teacher;" *Indiana's Framework* states it as "Provide current Indiana K12 teachers with targeted resources and professional development to ensure high-quality instruction." Certainly, Indiana's colleges and universities already provide numerous professional opportunities for teachers (and for administrators if not for school board members). Often, however, access is limited to a particular place and time, or the opportunities are offered only for graduate credit rather than CRU's. The needs are extensive and provide multiple opportunities for faculty in many disciplines including but not limited to education: besides increased or updated expertise in particular academic content areas, many teachers would benefit from strengthening their ability to understand and apply research evidence, learning how to implement new and promising pedagogies, and getting beyond the basics in using technology as an integral part of rather than an add-on layer to the curriculum. Projects which propose these kinds of support for Indiana school teachers and administrators will also receive priority consideration in proposal review.

The establishment of these priorities is not intended to limit proposal preparation—there are many other education needs of importance within particular professions or for new access to postsecondary instruction, and the IPSE continues to encourage faculty creativity in addressing these needs. The strong consensus that has emerged among the state's policy leaders, however, will be recognized by allotting **ten extra points** to each proposal addressing either of these priority areas. That amount is not enough to offset incomplete market analysis or hurried instructional design, but since funding decisions among several excellent proposals often come down to a matter of a few points, the ten extra points for addressing these priorities can make the difference in determining whether a proposal is successful or not.

#### **IV. Eligibility**

Faculty employed by any statutorily-defined institutional member of IHETS/IPSE may apply for a development grant. Eligible institutions include all members of the Independent Colleges of Indiana and all campuses of the following institutions: Ball State University, Indiana State University, Indiana University, Ivy Tech State College, Purdue University, University of Southern Indiana, and Vincennes University. Inter-institutional projects are encouraged, in which case only one of the cooperating institutions should submit the proposal.

Although this program is primarily intended to assist full-time faculty fulfill the teaching and educational outreach missions of their departments and campuses, awards may occasionally be made to individuals who do not hold a permanent faculty position, but for whom teaching, professional development, instructional support, and/or educational outreach is a regular part of their job responsibilities. Awards to visiting, part-time, or adjunct faculty or staff will be made only when there is strong evidence that the proposed course or module will be offered and maintained by the recipient institution on an ongoing basis regardless of whether the grantee continues to be employed by the institution.

## **V. Terms of Award**

Individual awards will not exceed \$15,000 for a single learning module or \$20,000 for a credit-bearing course or group of related learning modules. In all cases, an institutional match of at least 50 percent of the grant request is required (e.g., for a \$20,000 grant request, the institution must provide \$10,000 in matching support).

Awards will be made to institutions rather than to individual faculty members. IHETS will release funds to recipient institutions on or shortly after January 31, 2005. Grantees may begin to incur expenses against the award as soon as official notification of the award is issued, provided their institution agrees to advance the funds to cover expenses until the award has been received. The funding period will end on May 20, 2006. Courses and modules developed under this program must be made available to the proposed target audience by no later than the spring 2006 semester.

## **VI. Eligible Expenses and Restrictions**

Allowable expenses under this program include, but are not limited to:

- faculty release time or summer salary (and associated fringe benefits) during the development phase of the project
- travel to a special workshop or training program required for the grantee's development efforts; or for the purpose of acquiring content or resources for the project
- specialized software required to prepare the course or module for online delivery; for example, Adobe Premier, Macromedia authoring products (Flash, Dreamweaver, Director, Breeze, etc.), Microsoft FrontPage, etc. (but not standard productivity applications such as word processing, database, spreadsheet, presentation graphics, etc.)
- small or out-of-the ordinary equipment, such as a scanner, CD-RW drive, digital camera, etc.
- support or release time for software development and/or instructional development staff
- consulting services (use of external consultants must be justified)
- marketing expenses for promotion to the target audience, such as printing, postage, purchasing space for an advertisement in a publication
- expenses in the above categories incurred during a pilot or beta offering of the module, provided a second, non-beta offering is made available to the target audience by the end of the project period (spring 2006).

Restrictions:

- Grant monies and institutional matching funds may not be used to cover the costs of:
  - rental space, overhead, or other items that may be considered part of institutional infrastructure, (indirect costs)
  - materials and/or services that are ordinarily provided to faculty free of charge
  - equipment routinely provided to faculty and staff, such as desktop computers, printers, etc.
  - travel to conferences or for purposes of promoting the project
- No more than 20% of the award may be used for hardware and/or software expenses
- No more than \$500 may be used for distribution media (writable CDs, DVDs, video tapes, etc.)

## **VII. Selection Criteria**

Proposals will be evaluated by teams of reviewers consisting of faculty, administrators, and instructional support staff. Reviewers will score proposals based on the degree to which they meet the selection criteria listed below:

1. Market Analysis (30)
2. Quality of Instructional Design and Delivery Plan (35)
3. Institutional Capacity and Commitment (10)
4. Utilization Potential (10)
5. Marketing Plan (5)
6. Evaluation plan (10)

Total of 100 points

Some of the selection criteria are weighted more heavily than others (with the maximum possible score listed to the right of the criterion) because they are more likely to impact the overall success of the project or because they encompass a number of interrelated issues. Each criterion should be addressed in a separate section of the project narrative. Detailed information about proposal content and format is given in the next section of this RFP.

Proposals for projects that specifically and directly address the programmatic priorities outlined in section III will receive an additional ten points, which will be added to the total earned for the six selection criteria above.

### VIII. Proposal Content and Format

All submissions must include each of the following elements:

- **Cover Page:** completed cover page form with pen-and-ink signatures. You may download the cover page template in any of the following formats:
  - **MS Word**  
[www.ihets.org/progserv/education/grants/04-05/coverpage.doc](http://www.ihets.org/progserv/education/grants/04-05/coverpage.doc)
  - **Rich Text Format**  
[www.ihets.org/progserv/education/grants/04-05/coverpage.rtf](http://www.ihets.org/progserv/education/grants/04-05/coverpage.rtf)
  - **Adobe Portable Document Format (PDF)**  
[www.ihets.org/progserv/education/grants/04-05/coverpage.pdf](http://www.ihets.org/progserv/education/grants/04-05/coverpage.pdf)
- **Abstract:** a one page overview of the market analysis, amount requested from IHETS, and a brief description of the course or module to be developed, including: title of offering, course number and amount of credit (if applicable), duration of the offering (in weeks), and an approximation of the number of hours per week the student will spend engaged with course materials and/or participating in learning activities (homework, online discussion, etc.).
- **Project Narrative:** The project narrative should not exceed five single-spaced pages and should include the following sections (when preparing the narrative, please use the section numbers and titles given below):
  1. **Market Analysis (Need, Audience, and Demand)** – demonstration that there is a strong and sustainable market for the offering, including:
    - evidence that the proposed course or module fulfills a particular **need** that is not presently met through other similar programs. Proposals that address compelling statewide needs (e.g., workforce education, teacher preparation and licensure renewal, expansion of general education offerings, etc.) are especially encouraged.
    - evidence of **market demand** for the specific offering. The distinction between need and demand is subtle, but very important for long-term sustainability. The fact that the target audience (or the general population) has a need to know or may benefit from the proposed offering (**need**) does not guarantee that the audience will actually want and be willing to pay for it with their time and/or tuition dollars (**demand**).
    - a description of the potential audience for the course or module, including an estimate of the size of the target population as well as a projection of the number of learners who will likely enroll in the offering each year.
    - evidence that the proposed audience can be reached with a modest, targeted marketing effort

2. **Instructional Design and Delivery Plan** – an explanation of how the planned structure, learning materials and activities, pedagogical approach, and delivery technologies mutually support and reinforce the learning objectives for the course/module, including:
  - a description of the overall structure of the course or module
  - a description of the types of online learning materials and activities that will be developed, including a rationale for the delivery technologies selected
  - a description of the planned instructional techniques and strategies along with an explanation of how they, in conjunction with the online content, will foster achievement of the instructional goals
  - a description of the types of formal and informal opportunities for interaction and collaboration among students and between student(s) and the instructor
  - an explanation of how the course design and materials serves the particular educational needs and learning style(s) of the target audience.

Creativity and innovation will also factor into the scoring of this section of the proposal.

3. **Institutional Capacity and Commitment**
  - **Capacity** – evidence that the applicant’s department, college, and/or institution has the resources (equipment, facilities, personnel, infrastructure, support services) to develop and deliver the course or module as proposed.
  - **Commitment** – evidence of strong and broad institutional support, such as specific explanations of how the institution’s own resources will be committed to the project, descriptions of the importance of this course or module to institutional outreach efforts or curriculum development, and assurance that the module will continue to be made available and supported.
4. **Utilization Potential** – potential for all or part(s) of the proposed course or module to be used in multiple educational contexts in addition to the primary context as evidenced by one or more of the following:
  - an explanation of how the offering fits into other credit or noncredit programs within the applicant’s department, college, or institution, or within the consortium of Indiana institutions
  - commitment from another institution, organization, or business to offer or recommend the course or module to its members
  - willingness to submit the individual learning objects from the course or module to the MERLOT (Multimedia Educational Resource For Learning and Online Teaching) repository. For more information about MERLOT, go to: [www.merlot.org/Home.po](http://www.merlot.org/Home.po).
5. **Marketing Plan** – a well-developed plan for how the course or module will be promoted to the target audience in a manner likely to result in significant utilization.
6. **Evaluation Plan** – an explanation of how the course will be evaluated (what data will be collected, how, and by whom) and how the data will be used to improve the quality and effectiveness of future offerings.

**Note:** Most colleges and universities have policies and procedures in place governing research activities that involve that use of human subjects (such as data collection through surveys, interpersonal communication, observation, etc.) to ensure compliance to state and federal regulations. Check with the department on your campus responsible for human subjects research to determine whether your evaluation plan requires review and approval.
7. **Project Schedule** – an approximate timeline for the development and delivery of the course or module that includes the major project milestones from conceptualization

through evaluation. Courses or modules funded through this program must be offered to the target audience by no later than the spring 2006 semester.

8. **Key Development Personnel** – name(s) and title(s) of the key faculty and instructional support personnel (instructional designers, software developers, media specialists, etc.) who will be developing the course or module.
- **Completed Budget Form:** the grant budget form is available for download in the following formats:
    - **MS Word**  
[www.ihets.org/progserv/education/grants/04-05/budget.doc](http://www.ihets.org/progserv/education/grants/04-05/budget.doc)
    - **Rich Text Format**  
[www.ihets.org/progserv/education/grants/04-05/budget.rtf](http://www.ihets.org/progserv/education/grants/04-05/budget.rtf)
    - **Adobe Portable Document Format (PDF)**  
[www.ihets.org/progserv/education/grants/04-05/budget.pdf](http://www.ihets.org/progserv/education/grants/04-05/budget.pdf)
  - **Budget Narrative:** for each expense category on the budget form, specify the major cost items to be covered by the grant and the institutional match and how these items relate to the proposed activities and timeline. Explain how the salaries and/or wages and fringe benefits for each of the project personnel were calculated. If consultants internal to the institution are used, provide information about how the services will be billed (by the hour, by the project, etc.) and the applicable fee schedule. External consultants may be used only when comparable services are not available internally or when the service is offered at a more competitive price. All aspects of budget preparation must conform to the institutional policies and procedures of the applicant's campus (for more information, consult with your campus's grants and contracts office).

In the spirit of consortial cooperation, institutions are expected to waive indirect costs for projects covered under this program. Additional information about restrictions and allowable expenses are available in section VI of this document.

**Note:** Your proposal and budget may need to be reviewed and approved by someone in your institution's grant and contracts office before it is forwarded to your IPSE representative. To ensure timely submission of your proposal, contact your grants and contracts office to find out their requirements and deadlines.

- **Statement of Institutional Support:** a one-page form indicating that the proposal has been reviewed and endorsed by the applicant's a) department head or chair, b) academic dean (or equivalent), and c) institutional representative to the Indiana Partnership for Statewide Education (IPSE). All three of the aforementioned administrators must sign the form. See Appendix A for a list the IPSE representatives coordinating this program. The Statement of Institutional Support form is available for download in the following formats:
  - **MS Word**  
[www.ihets.org/progserv/education/grants/04-05/support.statement.doc](http://www.ihets.org/progserv/education/grants/04-05/support.statement.doc)
  - **Rich Text Format**  
[www.ihets.org/progserv/education/grants/04-05/support.statement.rtf](http://www.ihets.org/progserv/education/grants/04-05/support.statement.rtf)
  - **Adobe Portable Document Format (PDF)**  
[www.ihets.org/progserv/education/grants/04-05/support.statement.pdf](http://www.ihets.org/progserv/education/grants/04-05/support.statement.pdf)
- **Appendix:** all proposals should include a primary appendix with a summary of the project director's relevant qualifications and experience (do not include a complete curriculum vitae).

Information about other key project personnel and additional supporting materials may be included, provided the length of all appendices does not exceed five pages.

### **IX. Submission Process and Deadlines**

Prepare two complete print copies of the proposal, one of which should contain the original cover page and statement of support with pen-and-ink signatures. In addition, please include a ZIP disk (or one or more 3.5" 1.44 MB disks) containing the proposal files (cover page and letter/statement of support need not be included) in one of the following formats: Microsoft Word, Rich Text Format (RFT), or plain (ASCII) text.

All materials must be received by your IPSE representative **by no later than 5:00 p.m. (EST) on Friday, September 17, 2004**. Please see Appendix A for the name and address of the IPSE representative who will be coordinating the program for your campus. To facilitate this process, you may wish to provide your IPSE representative advance notice of your intent to submit a proposal.

**Note:** Please do not send your proposal directly to the IHETS office. This could introduce delays into the process that might affect the eligibility of your proposal.

### **Important Dates**

<b>Date</b>	<b>Activity</b>
September 17, 2004	Proposals submission deadline. All proposals must be received by IPSE representatives by no later than 5:00 p.m. (EST)
October 1, 2004	Proposals received by IHETS from IPSE representatives
October 6, 2004	Email message to all grant applicants confirming receipt of proposal
October 22, 2004	Proposals distributed to review teams
November 19, 2004	Round one reviews completed
December 10, 2004	Round two reviews completed
December 10, 2004	Funding recommendations forwarded to IPSE committee for review
December 17, 2004	IPSE approval and unofficial notice to recipients, pending approval of IHETS Management Committee
January 18, 2005	IHETS Management Committee authorizes release of funds; official notification to recipients
January 31, 2005	Checks issued to grant recipients' institutions
March 1, 2006	Last day to submit first project report
June 30, 2006	Last day to submit second project report

### **X. Reporting Requirements**

Grantees are required to prepare two separate reports. The first, which is due roughly one month after the completion of the development process (and no later than March 1, 2006), consists of a project narrative and financial report. A follow-up report summarizing the results of the project evaluation is due one month following the first offering of the course (or no later than June 30, 2006). In addition, grantees will be asked to complete a short survey about their experiences with the IHETS grant program to help IHETS/IPSE improve the effectiveness of the program and the support available to faculty who participate. Specific guidelines for each report will be provided with the award contract.

**XI. Intellectual Property**

It is assumed that courses and modules developed with funds from this program will be dealt with according to the intellectual property policies of the grantee's institution. While IPSE strongly suggests that broad access be extended to materials developed with these funds, it is up to the institution to determine how and to whom they will be made available, and whether a fee will be charged for access.

## Appendices

### Appendix A: IPSE Representatives Coordinating Grant Program

#### **Ball State University**

**Note:** Kristi Koriath in the office of Academic Research and Sponsored Programs will be collecting BSU proposals on behalf of IPSE Representative John E. Burton.

John E. Burton c/o Kristi Koriath  
Ball State University  
Information Services Manager  
Academic Research/Sponsored Programs  
Ball State University  
Muncie, IN 47306  
Korvath Phone: 765.285.5003  
Koriath Fax: 765.285.1624  
Koriath Email: [kkoriath@bsu.edu](mailto:kkoriath@bsu.edu) (for questions about BSU grant and budget policies and procedures)  
Burton Email: [jburton@bsu.edu](mailto:jburton@bsu.edu) (for questions about proposal content and this specific grant program)

#### **Independent Colleges of Indiana (All Member Institutions)**

Dr. Carla Mueller  
University of Saint Francis  
Director of Educational Innovation  
Div. of Adult Learning and University Assessment  
2701 Spring St  
Fort Wayne, IN 46808  
Phone: 260.434.3257  
Fax: 260.434.7601

#### **Indiana State University**

Dr. Louis Jensen  
Indiana State University  
Center for Public Service and Community Engagement  
210 N Seventh St  
Parsons Hall Room 223  
Terre Haute, IN 47809  
Phone: 812.237.7900  
Fax: 812.237.2291  
Email: [ljensen@indstate.edu](mailto:ljensen@indstate.edu)

#### **Indiana University (All Campuses)**

John Beeson  
Indiana University - Bloomington  
Continuing Studies Office of Learning Partnerships  
790 E Kirkwood Ave  
Owen Hall 205  
Bloomington, IN 47405-7101  
Phone: 812.855.8888  
Fax: 812.855.8997  
Email: [jobeeso@indiana.edu](mailto:jobeeso@indiana.edu)

#### **Ivy Tech State College (All Campuses)**

Richard Tully  
Ivy Tech State College  
Facilities and Inst. Planning  
1 W 26th Street  
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Indianapolis, IN 46206-1763  
Phone: 317.921.4949  
Fax: 317.921.4629  
Email: [dtully@ivytech.edu](mailto:dtully@ivytech.edu)

#### **Purdue University (All Campuses)**

Joetta Burrous  
Purdue University  
Office for Continuing Education and Conferences  
1586 Stewart Center Room 116  
West Lafayette, IN 47907-1586  
Phone: 765.496.3338  
Fax: 765.496.6384  
Email: [jburrous@purdue.edu](mailto:jburrous@purdue.edu)

#### **University of Southern Indiana**

Dr. Karen H. Bonnell  
University of Southern Indiana  
Instructional Technology Services  
8600 University Boulevard  
Evansville, IN 47712  
Phone: 812.464.1888  
Fax: 812.465.7131  
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#### **Vincennes University**

Robert A. Slayton  
Vincennes University  
Dean, Learning Resources Center  
1002 North First Street  
Vincennes, IN 47591-5201  
Phone: 812.888.4166  
Fax: 812.888.5471  
Email: [rslayton@indian.vinu.edu](mailto:rslayton@indian.vinu.edu)

## Appendix B: Proposal Submission Checklist

<u>Done</u>	<u>Item</u>
_____	Cover page with signatures
_____	Abstract
_____	Project Narrative
_____	_____ Market Analysis
_____	_____ Instructional Design and Delivery Plan
_____	_____ Institutional Capacity and Commitment
_____	_____ Utilization Potential
_____	_____ Marketing Plan
_____	_____ Evaluation Plan
_____	_____ Project Schedule
_____	_____ Key Development Personnel
_____	Budget Form
_____	Budget Narrative
_____	Proposal/budget reviewed by institutional grants and contracts office
_____	Evaluation plan reviewed by unit responsible for human subjects research
_____	Statement of Institutional Support
_____	Appendix: Qualifications/Experience of Project Director
_____	Other Appendices
_____	Two copies plus electronic version submitted to institutional IPSE representative on or before September 17, 2004

## Appendix C: Proposal Writing Assistance Materials

- **Tutorial on Proposal Development for the IPSE Course and Module Development Grant Program**  
[www.ihets.org/progserv/education/grants/tutorial.html](http://www.ihets.org/progserv/education/grants/tutorial.html)
- **Purdue Proposal Enhancement Tools**  
[www.agcom.purdue.edu/agcom/ppet/PPET.pdf](http://www.agcom.purdue.edu/agcom/ppet/PPET.pdf)
- **Links to Proposals Funded in Previous Years**  
[www.ihets.org/progserv/education/grants/index.html](http://www.ihets.org/progserv/education/grants/index.html)
- **Other Useful Resources**  
[www.ihets.org/progserv/education/grants/resources.html](http://www.ihets.org/progserv/education/grants/resources.html)

**IPSE 2004-2005 Course and Module Development Grant Program  
Proposal Cover Page**

<b>Applicant's Institution and Campus:</b>		
<b>Number (if applicable) and Title of Course or Module:</b>		
<b>Programmatic Priority (see section III of RFP; check one)</b>		
<input type="checkbox"/> a. wider availability of challenging classes in high school <input type="checkbox"/> b. improved and/or expanded teacher professional development opportunities <input type="checkbox"/> not applicable		
<b>Project Director's Name:</b>	<b>Email Address:</b>	<b>Campus Address:</b>
<b>Project Director's Title:</b>	<b>Phone Number:</b>	
<b>Grants/Contracts Contact Name:</b>	<b>Email Address:</b>	<b>Campus Address:</b>
<b>Grants/Contracts Contact Title:</b>	<b>Phone Number:</b>	
<b>Date by which course or module will be made available:</b>	<b>Project Start Date:</b>	<b>Project End Date:</b>
<b>Amount Requested from IHETS/IPSE:</b>	<b>Amount of Institutional Match:</b>	
<b>Signature of Project Director:</b>		<b>Date:</b>
_____		_____
<b>Name of Authorizing Administrator:</b>	<b>Title of Authorizing Administrator:</b>	
<b>Signature of Authorizing Administrator:</b>		<b>Date:</b>
_____		_____
<b>For IHETS Use Only</b>		
<b>Signature of Institutional IPSE Representative:</b>		<b>Date:</b>
_____		_____

**IPSE 2004-2005 Course and Module Development Grant Program  
Budget Form**

**Project Title:** \_\_\_\_\_

**Institution:** \_\_\_\_\_

**Project Director:** \_\_\_\_\_

**Grants/Contracts Contact Person:** \_\_\_\_\_

**Grants/Contracts Telephone Number:** \_\_\_\_\_

**Project Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

<b>Projected Expenses</b>	<b>IHETS/IPSE</b>	<b>Institutional Match</b>	<b>Other Funding</b>	<b>Totals</b>
Salaries and Wages:				
Fringe Benefits:				
Consulting Services:				
Supplies and Expenses:				
Travel:				
Other Direct Costs:				
<b>Totals:</b>				

**IPSE 2004-2005 Course and Module Development Grant Program  
Statement of Institutional Support**

**Proposal Title:**

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**Project Director Name and Title:**

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**Department Name:**

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**Institution (and Campus):**

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I have reviewed the above-named proposal and believe it to be a well-conceived project likely to succeed and consistent with the long-term goals and mission of my department/college/campus. Should this project be funded by IHETS, my department/college/campus is committed to working with the project director to ensure its success.

_____ Name of Department Head	_____ Signature	_____ Date
_____ Name of Academic Dean (or Equivalent)	_____ Signature	_____ Date
_____ Name of IPSE Representative	_____ Signature	_____ Date

\_\_\_\_\_  
\* All three signatures are required.