College of Education and Human Development
Division of Special Education and disAbility Research

Fall 2018
EDSE 885 001: Writing Grants
CRN: 81030, 3 – Credits

Instructor: Dr. Margaret King-Sears	**Meeting Dates**: 8/27/2018 – 12/19/018
Phone: 703.993.3916 *but prefer email!*	**Meeting Day(s)**: Monday
E-Mail: mkingsea@gmu.edu	**Meeting Time(s)**: 7:20 pm – 10 pm
Office Hours: Mondays, 4:30 to 6:30 by appointment only; flexibility for other times – please ask!	**Meeting Location**: Fairfax, Finley 114
Office Location: Finley 218	**Other Phone**: NA

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): EDRS 811; or EDSE 812.
Co-requisite(s): None

Course Description
Focuses on identification of funding sources, description of grant components, and development of grant budgets. Includes independent writing of an entire small grant, a significant portion of a large grant, and participation in grant peer-review process. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Electronic supplements and activities via Blackboard

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

1. Identify and describe purposes of grants.
2. Identify and explore sources for grants.
3. Develop a short-term and long-term research agenda.
4. Given a variety of grants, identify those that fit within a pre-determined research agenda.
5. Describe similarities and differences between and among grants, and contrast grants to contracts.
6. Analyze grants' evaluation criteria, then describe how to develop (i.e., write) grants based on the criteria.
7. Synthesize characteristics of grants that either increase or decrease the probability the grant is funded.
8. Given grant components (i.e., parts), describe type of content needed, where to get that content, and how to write content clearly and professionally.
9. Describe the grant budget development and process.
10. Identify multiple small grant categories now funded that matches a pre-determined research agenda, and acquire funded grants from that category.
11. Given a range of small grant purposes and types, target one small grant that matches a pre-determined research agenda, and write the entire grant, including the budget.
    Optional: Submit grant to the funding agency.
12. Identify one large grant category currently funded that matches a pre-determined research agenda, and acquire one complete funded grant from that category.
13. Given a range of grant purposes and types, target one large grant (e.g., NSF, IES) and develop almost the entire grant, including the major parts of the multi-year budget.

Course Relationship to Program Goals and Professional Organizations
Course Relationship to Program Goals and Professional Organizations:
This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education, CEHD PhD in Education Program. This program complies with university and program standards.

Required Textbooks
Yuen, F. K. O., Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals.* Hoboken, NJ: Wiley & Sons.

Other required readings and web sites will be posted on Bb.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NOTE: If you do not already have a copy of the APA manual, you should consider this a required textbook.

Research textbooks you have acquired from EDRS 811 or 812 and other research courses completed so far in your doctoral program.

Required Resources

Institute of Education Sciences (IES): http://ies.ed.gov/funding/
- Fiscal Year 2019 grants:
    - Research Programs for Education Research Grants (84.305A)
    - Special Education Research Grants (84.324A)
- Spencer Foundation Small Grants: https://www.spencer.org/small-research-grants-application-guidelines

Additional Readings

There are three additional categories of readings students will be doing throughout the semester. First, students will be acquiring the most recent (2013 or more recent) research from peer-reviewed journals and other relevant research and literature about their designated grant topics / research interests. Second, students will be accessing websites, webinars, and other resources necessary for finding and writing grants. Third, students will be (a) acquiring a copy of a funded IES grant per the Freedom of Information Act (FOIA) and (b) reading grants for ideas and guidance (both funded and submitted grants). Instigate FOIA no later than the third class session.
- Freedom of Information Act (FOIA): http://www.foia.gov/
- Making requests: http://www.foia.gov/report-makerequest.html

Exemplars of the first category of reading is likely research students have begun to read in other courses, but during this course, more (and recent) research will be needed for writing grant proposals. Exemplars of the second category are embedded throughout the syllabus and the course. A few web sites are identified here:

GMU Office of Research Development Funding Opportunities:
Federal Grants:
Federal grants: http://www.grants.gov/
Forecast of federally-funded grants: http://www2.ed.gov/fund/grant/find/edlite-forecast.html
Institute of Education Sciences (IES): http://ies.ed.gov/funding/
- Note the FY 2017 grants, which will most likely be used in this course:
    - Research Programs for Education Research Grants (84.305A)
    - Special Education Research Grants (84.324A)
National Institutes for Health (NIH): https://grants.nih.gov/funding/index.htm
National Science Foundation (NSF): http://www.nsf.gov/funding/

Acquiring National Need Data:
National Assessment of Educational Progress: http://nces.ed.gov/nationsreportcard/
Sources for Need data: http://www2.ed.gov/rschstat/landing.jhtml
National Center for Education Statistics (need date): http://nces.ed.gov/

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 885, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)
*Not applicable for this cours*e

College Wide Common Assessment (TK20 submission required)
*Not applicable for this cours*e

Performance-based Common Assignments (No Tk20 submission required)
Small and Large Grants; Peer Review of Large Grants

Other Assignments
Short- and Long-Term Research Agenda; Formative Assessments; Elevator Speech

Course Policies and Expectations
Attendance/Participation
For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, and demonstrate professional behavior.

Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this). Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.

Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and in a timely manner. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this). Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.

Please notify the Instructor about absences in advance or within 24 hours after an absence. Be aware **any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up**.

If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately (within 48 hours) with notification of when your course withdrawal will be completed. If you realize after the first class session that this course's requirements are not a match for you for this semester, process your withdrawal immediately (within 48 hours) and notify the Instructor at the same time.

Preparation for Class, Participation during Class, and Attendance:

7.5 Points + 3 points for formative assessments

Due to the importance of lecture and discussion to your total learning experience, you must both attend and participate in class regularly. Attendance, punctuality, preparation*, and active contribution are essential.

*Notice on the Course Schedule that there are formative (i.e., ungraded) assignments due periodically throughout the semester. Points are earned (or lost) for being prepared with formative assessments for the assigned session.

MINIMAL	GOOD	OUTSTANDING
The student is late for class and/or leaves class prior to the end time. Absences are not documented by following the procedures outlined in the syllabus. The student is not prepared for class and does not consistently and/or appropriately and actively participate in discussions. May fail to exhibit professional behavior and dispositions. *Note that course withdrawal is necessary for more than two absences (refer to page 5).* Any formative assignment due a specific session is late and/or in unsatisfactory condition. **5 or fewer pts**	The student is on time for class, prepared for class, actively and appropriately participates in group and class discussions, and attends the entire class session. The student attends 13/15 classes (or the proportion thereof, pending the total quantity of sessions). When an absence occurs, the procedure outlined in the syllabus is followed. Any formative assignment due a specific session is completed on time, but parts are missing or incomplete. **Up to 6.5 pts**	The student attends all classes, is on time, is well-prepared, and attends 15/15 entire class sessions. The student actively and appropriately participates in class discussions, and supports the members of the class. Any formative assignment due a specific session is completed on time and in satisfactory condition. **Up to 7.5 pts**

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

    a. The use of electronic devices that produce sound or otherwise interfere with the learning of others (such as cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.

    b. Do not read or send texts during class time. Doing so is not only in violation of university policy, it is distracting to other students and the instructor.

    c. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time.

    d. Screens on laptops and any other electronic devices must be in full view of the instructor (e.g., do not have screen face the wall; do not put cell phone on your lap) at all times.

With apologies for operationalizing the above specific behaviors; if these had not become issues in previous classes, there would not have been a need to be so clear here. *Please respect our limited instructional time together; distractions such as the above impede the quality and quantity of that time.*

Late Work
To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. Complete all assignments with professional quality in a timely manner. Full earned credit given for assignments turned in on time (7:20 pm on the due date, *unless otherwise stated in this syllabus*). Five percent of the total assignment points are deducted for each (or portion of) 24-hour period that passes after the 7:20 pm due date.

The APA format for clear and excellent written language and technical aspects for citations and formatting must be used. Refer to the APA Publication Manual 6th edition.

Feedback on Assignment Using APA Numeric Codes

Throughout your assignment, there are numbers that correspond to the feedback below.

This # on your paper…	…corresponds to this section of the APA Manual Sixth Edition. Please review your paper in light of the APA writing style. Contact the Instructor if you have questions.
1	Chapter 3 on writing style (3.01 to 3.11)
2	Chapter 3 on guidelines to reduce bias in language (pp. 70-76, particularly 3.15)
3	Chapter 3 on grammar (3.18 to 3.23)
4	Chapter 4 on punctuation, spelling, capitalization, italics, abbreviations, numbers (4.01 to 4.38)
5	Chapter 6 on plagiarism and quotations (6.01 to 6.10) *For all assignments in this course, do not quote. Always paraphrase, please!*
6	Chapter 6 on reference citations in text (6.11 to 6.21)
7	Chapter 6 on Reference list (6.22 to 6.32) Chapter 7 for Reference Examples: All of Chapter 7 provides Reference Examples. You will likely use 7.01 the most for articles from peer-reviewed journals (periodicals) and 7.02 for books and book chapters.
An arrow or phrase (e.g., "CHECK THROUGHOUT") indicate that a pattern of this type of feedback has evolved, and the writer needs to self- check the remaining portions of paper for that error type. The reader is no longer noting every instance of that feedback from that point on, but will mark some content intermittently. The writer should focus on reducing this type of error in subsequent papers in order to enhance meaning and clarity for communicating in writing using excellent written language per APA style as well as accurate technical APA style (e.g., citations)	

Other Requirements

Academic Integrity.

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to turnitin or safeassign or similar plagiarism detection services, for an integrity assessment as needed.

Grading Scale

95 –100% = A+	FUNDED GRANT
90 – 94.9% = A	FUNDED GRANT
85 – 89.9% = B+	RECOMMENDED FOR FUNDING BUT DOLLARS RAN OUT
80 - 84.9% = B	RECOMMENDED FOR FUNDING BUT DOLLARS RAN OUT
70 – 79.9% = C	GRANT NOT FUNDED
< 70% = F	GRANT NOT FUNDED

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the Instructor.

Elevator Pitch:

.5 points

Based on either the small grant or the large grant, develop a 2-minute elevator speech that includes compelling elements from the grant. Alert the Instructor at least a week in advance when you want to verbally deliver your elevator speech during a class session; be sure you plan carefully, because some class session/s are designated for individual work time v. in-class meetings. Refer to Bb site for directions and rubric.

Short- and Long-Term Research Agenda:

5 points

Based on your research interests right now, develop a written and visual representation of your short- and long-term research agenda. For the short-term, first identify your multiple research interests. After identifying the multiple research interests, then prioritize the highest interest areas. Third, given your current knowledge about recent research in those areas, identify what the "next steps" in research should be (typically found in the "future research" sections of the research articles themselves). Fourth, given those "next steps," identify the timeline and logical flow (i.e., this research needs to be conducted first to know information leading to…) for the time between now and your first year after you graduate with your doctorate. Ensure your short- and long-term research agendas consist of a logical flow of how multiple topics that interest you converge in one or a few overarching areas.

For the long-term research agenda, hypothesize your findings from the short-term research agenda, and more discretely develop the topics that extend until your fifth year after earning your doctorate. Project your research agenda as a second- or third-year assistant professor. Refer to Bb site for directions and rubric.

Small Grant:

14 points

Write your small grant (e.g., thousands of dollars) from the perspective of proposing what may be your dissertation research (you are strongly encouraged to pursue a funding source that is authentic and achievable). Because this may be your dissertation research, you should be requesting input from your Chair (either Portfolio or Dissertation Committee Chair) regarding research methodology and your research ideas. Consider that if you submit this grant to the funding source (submission is optional, not required for this course), and your grant is funded, that will not be the time to have your first or first depthful conversation with your Chair about your research. Refer to Bb site for directions and rubric.

The following are examples (not intended to be exhaustive listing) of small grant funding sources. Explore any you want; you may find something to apply for that can fund your dissertation research! For the small grant assignment, unless you have compelling rationale to use another format, the Spencer Foundation Small Grant* format will be used.

NEA Grants to Educators: http://www.neafoundation.org/pages/educators/grant-programs/
Educator grant: http://www.fromfailuretopromise.com/K-12--Educator-s-Literacy-Grant.html
Literacy/library grant: http://www.scholastic.com/librarians/programs/grants.htm
Verizon grant: http://foundation.verizon.com/core/education.shtml
Lowes toolbox for education: http://www.toolboxforeducation.com/
*Spencer Foundation Grants http://www.spencer.org/small-research-grants
American Education Research Association:
http://www.aera.net/grantsprogram/res_training/res_grants/RGFly.html

Large Grant:

55.5 Points

Write your large grant (e.g., hundreds of thousands of dollars; most likely over $1,000,000) from the perspective of your third year as an assistant professor. Assume your record of research has extended well beyond your dissertation, your publication record in high-quality peer-reviewed journals is impressive, and you feel competent and confident to be the Primary Investigator for a major research project that is consistent with your long-term research agenda. A full copy of a submittable proposal, per the sponsor's guidelines, will be scored according to the sponsor's guidelines and priorities. Refer to the Course Schedule for specific dates to submit work for instructor review (formative – no points assigned)**.** Refer to Bb site for directions and rubric.

The following are examples (not intended to be exhaustive listing) of large grant funding sources:

- Institute of Education Sciences (US Department of Education)
  http://ies.ed.gov/funding/ncer_progs.asp

- National Science Foundation http://www.nsf.gov/funding/

- US Department of Education, Office of Special Education Programs (OSEP)
  http://www2.ed.gov/fund/grant/apply/osep/index.html

Peer-Review Process and Final Panel Meeting:

14 points

Students will also participate in the peer review of these proposals by preparing reviews of three proposals and participating in a final panel meeting in which proposals are ranked.

Tasks: Given criteria and corresponding point values for specific grant proposals, graduate students will evaluate grants written by peers, write a summary paragraph-per-criteria of strengths and weaknesses (one report per proposal), and participate in a full-panel meeting to discuss proposals, determine funding status for each, and write a brief justification for final-panel's decision (one justification per proposal).

Student Self-Management for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations	
Title of Performance-Based Summative Evaluations	**Points Earned / Total Points Available**
1. Preparation* for Class, Participation during Class, and Attendance	/ 7.5 + 3 points for formative assessments
2. Short- and Long-Term Research Agenda	/ 5
3. Small Grant	/ 13.5
4. Elevator Pitch	/ .5
5. Large Grant	/ 55.5
6. Peer-Review of Grants with Participation in Grant Panels	/ 14
Total # of points to be earned in this course	**/ 100**
Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.	

*Includes submission of formative assessments on time. Refer to the Schedule pages.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class # Date	Topic/Learning Experiences	Readings and Assignments[*]
Class 1 **8/27**	Introductions Overview of course assignments and requirements Identifying sources of funding Developing short- and long-term research agenda (planning before you begin) Readable writing sources Peruse funded grants (ongoing process, including acquiring recent funded grant matching your research interest/s) How to acquire copy of funded grants via FOIA[1] GMU roles/responsibilities for externally sponsored projects[2] *Monday, September 10th at 6:00 in Finley 218, the Instructor will demonstrate using the GMU library and accessing the most relevant information in the APA Manual. Bring your APA Manual.*	Peruse Spencer Small Grants: http://www.spencer.org/small-research-grants
Monday September 5th is Labor Day. Mason is closed – no class.		
Class 2 **9/10**	Targeting a small grant (refer to Spencer Small Grants; can examine what and who has been funded in the past: http://www.spencer.org/grants) Determining a grant match to your short- and long-term research agenda Reading an RFP / RFA Identifying parts of most grant applications **Developing "need" sections** Targeting a large grant (is your FOIA request in?!? takes 3 or more weeks to receive)	Have you submitted a FOIA request yet? Baker, pp. 233-254 Yuen et al., Ch. 2 (pp. 21-28), 4, and 7 (pp. 171-182)

Class # Date	Topic/Learning Experiences	Readings and Assignments*
Class 3 9/17	Describing parts of most grant applications Analyzing a small grant RFP / RFA **Developing small-grant budget** Refining short- and long-term research agenda	*Peer-review process on drafts of short- and long-term research agenda [formative – preparation points]* Yuen et al., Ch. 3 and 5 O'Neal-McElrath, pp. 71-84 Peruse funding sources to identify a small grant match for you; acquire copy of a funded small grant if possible (non-public grants are not available via FOIA) DUE: FOIA request submitted
Class 4 9/24	Developing budgets for a small grant Refining parts of small grant Working toward a deadline (small grant due soon) Ensuring parts of grant match (internal consistency)	**DUE: Personalized short- and long-term research agenda**
Class 5 10/1	Identifying and describing parts of most large-grant proposals Developing budgets and budget justification for a large grant Acquiring local support for grant **Developing and refining logic models**	Okagaki, pp. 205-232 Yuen et al., Ch. 7 pp. 183-187 Levenson, Ch 3 *Peer-review process on drafts of small grant proposal [formative – preparation points +1]* **Web sites for Logic Models**[3] **Webinar on Budgets**[4]
Class 6 10/9 <mark>TUESDAY Class</mark>	Focusing on Need / Significance parts Accessing data sources Developing clear and compelling Need / Significance Transitioning from Need / Significance to the Method part	**DUE: Small grant proposal**
Class 7 10/15	Designing a coherent, concise, and comprehensive Method part Using tables and figures to communicate and consolidate Knowing what's ethical and when misconduct may be occurring[5]	Wells, pp. 11-21 IES RFA – Read Significance for your Topic/Goal; Awards for budget / duration and corresponding Budget formats; General Formatting;

Class # Date	Topic/Learning Experiences	Readings and Assignments*
Class 8 **10/22**	Continuing budget and budget justification parts Continuing proposal development (e.g., Project Personnel, Resources)	IES RFA – Read Research Plan for your Topic/Goal; Appendices; SF 424;
Class 9 **10/29**	Maintaining proposal continuity Self-evaluating budget and budget justifications Completing paperwork required by funding agency	**DRAFT of Need / Significance (terms vary) for large grant due** *[formative – preparation points +1]*
Class 10 **11/5**	Refining all parts of proposal -- *schedule 1:1 appointment with Instructor to occur between now and Class 13*	IES RFA – Read Personnel and Resources for your Topic/Goal
Class 11 **11/12**	Refining all parts of proposal	**DRAFT of Research Plan (terms vary) for large grant due** *[formative – preparation points +1]*
Class 12 **11/19**	Refining all parts of proposal – *work on your own – no in-person class – 1:1 appointment with Instructor is in lieu of in-person class*	IES RFA
Class 13 **11/26**	Ensuring internal consistency and logical coherency within grant narrative and budget Self-evaluating for details per RFA / RFP	IES RFA
Class 14 **12/3**	Electronic submission of grants. There is no class meeting on this date. By midnight, proposals will be distributed to the peer-review panels.	**DUE: Large Grant Proposal Due by 7pm EST (2-point deduction if submitted even one minute past 7:20 pm EST on the date the grant is due)** **Peer-review process begins (Points)**
Class 15 **12/10**	Panels convene during class time Debriefing for the Grant Process Course Evaluations may occur this class session or sooner, depending on when the class is meeting in person.	**Funding decisions made by peers as panel reviewers (Points)** **Funding decision from Instructor will be in your hands within 48 hours after this class session.**

*WebSites TBD / posted on Bb; IES RFA parts match to large grant; Other resources identified as needed; Readings are building the foundation for grant writing; more discussion and individualized readings or webinars or web sites needed

Freedom of Information Act (FOIA) [1]:
Freedom of Information Act (FOIA): http://www.foia.gov/
Making requests: http://www.foia.gov/report-makerequest.html

GMU Roles and Responsibilities for Externally Sponsored Programs[2]
http://research.gmu.edu/OSP/docs/pdfdocuments/RolesandResponsibilities.pdf

Web sites for Theory of Change and Logic Models[3]
http://learningforsustainability.net/evaluation/theoryofchange.php

University of Wisconsin Templates for Developing a Logic Model
http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

WK Kellogg Foundation. *Logic Model Development Guide*.
www.wkkf.org/~/media/475A9C21974D416C90877A268DF38A15.ashx

Webinar on Budgets[4]
http://www.grantspace.org/Multimedia-Archive/Webinars/Proposal-Budgeting-Basics

GMU Budget Template: http://research.gmu.edu/OSP/ProposalDevelopment.html

Knowing what's ethical and when misconduct may be occurring[5]
https://randed.gmu.edu/research/researchmisconduct/index.cfm

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Appendix
    Assessment Rubric(s)
    Directions and rubrics for assignments will be posted on Bb.

Partial Listing of References from Peer-Reviewed Journals and Professional Resources

Blanco, M. A., Gruppen, L. D., Artino, A. R., Ujtdbhaage, S., Szauter, K., & Durning, S. J. (2016). How to write an educational research grant: AMEE Guide No. 101. *Medical Teacher, 38*, 113-122.

Blanco, M. A., & Lee, M. Y. (2012). Twelve tips for writing educational research grant proposals. *Medical Teacher, 34*, 450-453.

Blankenship, D., Jones, I., & Lovett, M. (2010). Grant writing skill building: A business administration curriculum proposal. *Journal of Instructional Pedagogies*, *2,* 1-10.

Bordage, G., & Dawson, B. (2003). Experimental study design and grant writing in eight steps and 28 questions. *Medical Education, 37,* 376-385. doi:10.1046/j.1365-923.2003.01468.x

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