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

Fall 2020
EDSE 885 DL1: Writing Grants
CRN: 80863, 3 – Credits

Instructor: Dr. Sheri Berkeley **Assistant:** Dr. Grace Francis	**Meeting Dates:** 8/24/20 – 12/16/20
Phone: Online best contact	**Meeting Day(s):** Tuesday
E-Mail: sberkele@gmu.edu gfranci4@gmu.edu	**Meeting Time(s):** 7:20 pm – 10 pm (*please log on at least 10 minutes early so the system is not overloaded*)
Office Hours: By appointment	**Meeting Location:** Online
Office Location: Online	**Other Phone:** N/A

❖ **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 EDRS 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.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous format via Zoom. An invitation to join each class session will be sent to your George Mason Email. We will also access Blackboard for asynchronous aspects of the course (e.g., assignment submission).

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- It is strongly recommended that students use a headset microphone for use with the web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  o Adobe Acrobat Reader (https://get.adobe.com/reader/)
  o Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  o Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations
- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Because discussions are a critical aspect of this course, it is important that you plan to log on in a space free from distractions and are able to turn on audio as required during dialoguing. In addition, the expectation is that cameras will be on for the duration of the class.

- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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.

Professional Standards
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 Texts
Carr, C. E. (2012). *The nuts and bolts of grant writing*. Sage. ISBN: 9781452259031

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

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

Recommended Texts
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.

Required Resources
IES Research Funding Opportunities On-Demand Webinars
https://ies.ed.gov/funding/webinars/index.asp
- *IES Basic Overview of Research Grants and Information for New Applicants to IES* [view video of on-demand webinar]
- *IES Grant Writing Workshop* [view video of on-demand webinar]

Recommended Resources
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 (NCES): http://nces.ed.gov/

Additional Readings
To be assigned.

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

VIA 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 VIA (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 VIA.

For EDSE 885, the required PBA is (**NO ASSESSMENT REQUIRED FOR THIS COURSE**).
Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment (VIA submission required)
*Not applicable for this cours*e

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

Performance-based Common Assignments (No VIA submission required)
*Not applicable for this cours*e

Other Assignments

Assignments	Points I Earned	Points Possible
1. Homework		45
2. Games Master Activity		5
3. Elevator Speech		10
4. Grant Proposal		30
5. Peer Review Panel		10
Total Course Points Earned		**100**

Homework [45 points]

You will complete a series of homework assignments throughout the course (see class schedule for due dates). Directions for all homework assignments will be provided in the class prior to the due date. Homework will be graded as pass/fail.

> **Note:** In some instances, a class absence is unavoidable. However, course activities are group based and are dependent upon your presence to be meaningful to both you and your classmates. Therefore, a HW submission without your presence will only be allowed on one occasion in the course.

Games Master Activity [5 points]

For one of the chapters in the course text, you will be responsible for creating an interactive game (e.g., kahoot) to help your classmates master the large number of vocabulary, terms, and acronyms that we will learn in the class. Chapters will be randomly assigned; however, it is fine to swap your assigned chapter with a classmate, just be sure to notify the instructor in writing ahead of time. Your game will be graded as pass/fail.

Elevator Speech [10 points]

An elevator speech is an important part of the "hidden curriculum" of academia. Being able to succinctly talk about your research and ideas for funding is challenging, but an important skill for researchers to hone if they are to be effective in obtaining funding. Each elevator speech is work 5 points and will be graded as pass/fail.

Grant Proposal [30 points]

You will draft a grant proposal to secure funding for your dissertation using what you learned in class. The RFA will be specific to the class and will be peer reviewed by classmates. Instructors will serve as the project officers for the competition. Instructors encourage you to use content you develop in class to submit for actual dissertation funding competitions. Directions for the assignment comprise the RFA that will be provided by instructors. The grading rubric for the course can be found at the end of this syllabus.

Peer Review [10 points]

Peer review is a critical component of academia—both for publication and grant funding. This activity will provide you with a simulated peer review experience so that you are prepared when opportunities to sit on actual panels present themselves in your career. As a part of this process, you will be assigned classmates' proposals to read, score, and discuss in panel; additionally, you will lead one panel discussion. You will be evaluated on by instructors on the constructiveness of your written and verbal comments. A rubric will be provided.

Course Policies and Expectations
Attendance/Participation

Students are asked to attend all classes on time, be prepared, post required assignments online, and actively participate and support the members of the class learning community.

Late Work

Late will not be accepted. You are expected to communicate with one of the instructors prior to an expected missed deadline.

Grading Scale
A = 90-100%
B = 80-89%
C = 70-79%
F = <79%

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (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	Topics	Readings	Due

8/25	Overview of Class
	  1. Intro to grants
	  2. Tips for accessing the library
	  3. Reading the RFA
	  4. IES Webinars (2)
		Chs. 1 & 2	

9/1	Searching for Grants
	  1. Game Master Activity (Chs. 1 & 2)
	  2. Share Activity: grant proposal outlines
	  3. Searching for grants
	Mentor Moment: Dr. Eamonn Kelly
		Chs. 3 & 4	Read article options
			
			HW DUE:
			• Grant Proposal Outline

9/8	Logic Models & Conceptual Framework 1. Game Master Activity (Chs. 3 & 4) 2. Activity: logic model (small groups) 3. Examples of Conceptual Framework Development *Mentor Moment*: Dr. Linda Mason	Ch. 5	Reread and take careful notes on assigned article
9/15	Design & Measurement 1. Game Master Activity (Ch. 5) 2. Share Activity: conceptual frameworks 3. Group measure selection *Mentor Moment:* Dr. Anya Evmenova		**HW DUE:** • Conceptual framework (3 iterations) • Reflection log entry
9/22	Population Selection, IRB & School Partnerships 1. Share Activity: measures & procedures 2. Activity: human subjects plan (small groups) 3. School permission/letters of support *Mentor Moment*: TBD		**HW DUE:** • Measures that align to conceptual framework & procedures • Reflection log entry
9/29	Personnel, Consultants, & Resources 1. Share Activity: participants & sampling procedures, school applications 2. Resources boilerplates 3. Personnel & consultants (building relationships & documenting qualifications) *Mentor Moment:* Dr. Amy Hutcheson		**HW DUE:** • Participant selection & school district application • Reflection log entry
10/6	Project vs. Data Management Plans 1. Share Activity: biosketches & letters of commitment 2. Activity: project management table (small groups) *Mentor Moment*: Dr. Grace Francis		**HW DUE:** • Build a biosketch & letter of commitment • Reflection log entry
10/13	**Individual Conferences:** Project Update [*by appointment with assigned instructor*]		**DUE:** Elevator speech
10/20	Budget & Budget Justification 1. Share Activity: project timeline/management 2. Activity: build a budget (small groups) *Mentor Moment*: Dr. Brittany Hott	Chs. 6 & 8	**HW DUE:** • Project management/ research timeline • Reflection log entry

10/27	Letter of Intent & Abstract
	  1. Game Master Activity (Chs. 6 & 8)
	  2. Share Activity: budget/budget justification
	  3. Activity: letter of intent & abstract (small groups)
	Mentor Moment: Dr. Pam Baker and Jessica Guzzo
		Chs. 7 & 9	**HW DUE:**
			• Draft budget justification
			• Reflection log entry

11/3	**NO CLASS:** GO VOTE!!		

11/10	Introduction, Significance
	  1. Game Master Activity (Chs. 7 & 9)
	  2. Elevator speeches
	  3. Share Activity: letter of intent & abstract
	Mentor Moment: Dr. Peggy King-Sears and Dr. Kelley Regan
			DUE:
			• Elevator speech
			HW DUE:
			• Letter of intent & abstract
			• Reflection log entry

11/17	Peer Review
	  1. 2 roses & 2 thorns
	  2. Overview of our review process
	Mentor Moment: Dr. Marci Jerome-Kinas & Dr. Peggy Weiss
			DUE 11/20:
			• Proposals due Friday at noon (you will be notified when panels are assigned)

11/24	**ONLINE Module**- IES Review Panels Read Assigned Panel Proposals		**DUE 11/29:** • Reviewer scores due Sunday *at midnight*
12/1	**Review Panels**		Come prepared for panel
12/8	**NO CLASS:** Reading Day		
12/15	**Individual Conferences** - Optional [*by appointment with assigned instructor*]		

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: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students
  Policies
• Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

• Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (https://ds.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 VIA should be directed to VIA Help support@watermarkinsights.com. Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)
   The scoring rubric from the RFA will be used for this assignment.