



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

Fall 2022  
EDSE 885 001: Writing Grants  
CRN: 81634, 3 – Credits

<b>Instructor:</b> Dr. Grace Francis	<b>Meeting Dates:</b> 8/22/22 – 12/14/22
<b>Phone:</b> 703-993-6064	<b>Meeting Day(s):</b> Mondays
<b>E-Mail:</b> gfranci4@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax; KH 17
<b>Office Location:</b> 216 Finley	<b>Other Phone:</b> 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 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.

**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. Presentation activities
6. 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.

## **Professional Standards**

Not applicable.

## **Required Texts**

Carr, C. E. (2014). *The nuts and bolts of grant writing*. Sage.

## **Recommended Texts**

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

Sternberg, R. J. (2013). *Writing successful grant proposals from the top down and bottom up*. Sage.

## **Additional Readings**

See Blackboard.

## **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)**

None.

##### **College Wide Common Assessment (VIA submission required)**

None.

#### ***Assignment Summary***

<b>Assignments</b>	<b>Points</b>	<b>Due Date</b>
Researcher Bio/Bio Sketch	5	9.12
Draft Abstract	5	10.17
Draft Budget	5	10.24
Significance Outline	5	11.7
Draft logic model/theory of change/conceptual framework	5	11.7
Methods and Evaluation Outline	5	11.21
Letter(s) of support and email	5	11.21
Peer Reviews	10	11.28
Presentation	5	12.5
Final Proposal Submission	100	12.14
<b>Total</b>	<b>150</b>	

## **Course Policies and Expectations**

### ***Attendance/Participation***

Students are expected to attend and participate in all scheduled class sessions.

### ***Late Work***

There will be a 10% deduction in grade per day for work submitted late. Students may submit work early if they would like to receive instructor feedback. At the instructor's discretion, students may be given the opportunity to resubmit an assignment, assuming the assignment is submitted on time. Resubmitted assignments are not eligible for full credit.

### **Grading**

<b>A</b>	<b>93% - 100%</b>
<b>A-</b>	<b>90% - 92.9%</b>
<b>B+</b>	<b>87% - 89.9%</b>
<b>B</b>	<b>83% - 86.9%</b>
<b>B-</b>	<b>80% - 82.9%</b>
<b>C+</b>	<b>77% - 79.9%</b>
<b>C</b>	<b>74% - 76.9%</b>

**\*Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-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/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

### **Class Schedule**

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

	<b>Content</b>	<b>Reading</b>	<b>Homework assigned</b>
<b>1. 8.22</b>	Syllabus Different types of grants Difference between grants and dissertation proposals	Syllabus N&B: 1 See BB	
<b>2 8.29</b>	Funders and how to find competitions	N&B: 3, 4 See BB	Draft researcher short bio and bio sketch
<b>3 9.5</b>	<b>LABOR DAY- No Class</b>		
<b>4 9.12</b>	RFPs	See BB	
<b>5 9.19 <u>ONLINE</u></b>	NHI, NSF	See BB	
<b>6 9.26 ROSH HASHANAH: WILL RECORD</b>	NIDILRR and philanthropic groups	See BB	
<b>7 10.3</b>	IES Abstracts	See BB	Draft Abstract
<b>8 10.10</b>	<b>FALL BREAK- No Class</b>		
<b>9 10.17</b>	Budgets	N&B: 6; Case study 2, 3; Appendix	Draft Budget
<b>10 10.24 DIWALI</b>	Significance	N&B: 9 See BB	Significance Outline
<b>11 10.31</b>	Logic models, conceptual frameworks, theories of change	N&B 5; Case study 1	Draft LM/TOC/CF
<b>12 11.7</b>	Methods and Evaluation	N&B: 5 See BB	Methods/Evaluation Outline
<b>13 11.14</b>	Methods and Evaluation Recruitment and letters of support	N&B: 7	Draft letter of support and email
<b>14 11.21</b>	Reviewer panels and what to do with feedback	N&B: 8	Peer Reviews
<b>15 11.28</b>	Peer review panels Writing week		
<b>16 12.5</b>	Final presentations		

## 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/) (<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/) (<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/) (<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/) (<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 [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- 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/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

## **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).**