Department of Rehabilitation Psychology and Special Education
RPSE 194-660: Special Topics Course: Seminar in Grant Writing

**Thursdays 4:30-7:00pm**

**Education Building**

**RPSE Conference Room 427**

**Course Description**

This course is geared toward graduate students in the broad area of education. The purpose of this course is to provide students with structured and guided opportunities to examine the requirements, features and resources of grant writing and the grant procurement process. *For the purposes this course, students will apply their awareness, knowledge, and skills gained throughout the course and by guest speakers to plan and develop an Institute of Education Science Early Career and Mentoring grant application.* It is assumed that students will have *some* knowledge about research methods, and the ability to read, interpret, and synthesize literature. The course is designed to address the following set of major questions:

1. What is a research grant? Why is it important, and when should I write one?
2. What are the funding sources of research grant support, their focus, and purpose?
3. What are the major “grammatical” elements of a grant and how do these elements vary across funding sources?
4. What are the human, fiscal, administrative, methodological, institutional, disciplinary (content & procedural) requirements of writing a grant?

**Course Objectives**

Course content, activities, and assignments have been designed so that students will be able to:

1. Engage a cohort and community of students, peers, and colleagues in the analysis, discussion, and reflection of education issues as they align with funding sources, grant requirements, planning and developing a grant application.
2. Develop a range of written products to facilitate the grant writing process.
3. Identify a range of funding sources for the purpose of accomplishing a specific set of professional or disciplinary goals and objectives.
4. Understand and utilize the language, mechanisms, protocols, and artifacts (e.g., RFP, RFA, CDFA, PI) specific to the development of grant proposals and applications.
5. Understand and apply appropriate human subjects, fiscal (fiduciary), administrative, institutional, requirements.
6. Develop and practice professional grant writing skills.

**Instructor:** Bonnie Doren, Ph.D.

**Office:** 421 Education

**Phone:** 541-359-7186

**Office Hours:** By Appointment

**Email:** bdoren@wisc.edu
7. Develop and practice skills needed to communicate scientific and evidence-related information effectively and efficiently.
8. Understand how peer review panels work.
9. Understand and apply criteria for the review of grant applications.

Reading Requirements:

2. Literature related to individual research interests, as needed and identified by you.
3. Readings as assigned by the instructor or guest speakers.

Materials for the course will be made available through the class Learn@UW course site. (https://uwmad.courses.wisconsin.edu).

General Course Requirements and Considerations

1. Regular attendance and participation in class are stressed. Students who have issues affecting attendance and participation should inform the instructor in advance if classes or due dates will be missed.
2. Guest speakers will talk about different aspects of the grant procurement process. They may require additional reading and/or preparation. Speakers may each hand out materials specific to their presentation. *Students are encouraged strongly to keep materials in an electronic file folder and/or loose leaf notebook.*
3. Students will be required to provide feedback to other students on different assignments. We are colleagues collaborating to help each other do the best we can each given the range of different expertise, knowledge, and backgrounds. Grant planning and development is always a collaborative effort.
4. Students are encouraged strongly to work with a faculty advisor or mentor(s) in their content area.
5. Proposals will be reviewed in class as the capstone requirement for this course. The proposal will be reviewed in two ways. The proposal will be reviewed by a panel of students in the course and by the instructor. The student panels will be required to provide feedback to other students using the peer review template and guidelines provided by the funding agency (IES). The instructor will provide the final appraisal of the product.

Course Assignments: Due dates of all assignments are noted in the class schedule. A description of each assignment is located before the course schedule. Submit your assignments either by email or on the course website in the appropriate dropbox folder as a Word file/powerpoint, etc using the following extensions .doc or .docx, .ppt. Use the following filename convention when submitting all assignment *Last name Assignment*. Please ensure that your assignments include a header (name- description of assignment (short) and pagination.

Late Work:
In order to make adequate progress and successfully complete the course, the due dates for assignments are very important. To be considered on time, assignments must be submitted either by email or in the
dropbox before class on or before the due date noted in the class schedule. We will work collaboratively and reflect on the assignments due within our class sessions. If you have not completed an assignment on time, you will be unable to participate in class activities and are jeopardizing your success in the course. Please note that because successful completion of the course requires adequate progress on course assignments and course assignments build on one another, I will be unable to accept an assignment that is more than a week late. Communication with the instructor is critical in deviations between due dates and student completion.

**Attendance and Participation:** I plan to use class time to convey information, answer questions, and engage students in presentations, discussions, and individual and group work that will facilitate completion of assignments and understanding of course content. Nationally renowned research/grant scholars, experts in the Wisconsin Center for Education Research (WCER) and the University of Wisconsin Research and Sponsored programs (RPS) have agreed and scheduled their personal time to present to our class. Therefore, we should respect each other and our speakers by attending class sessions. However, life (e.g., illness and family emergencies) can coincide with class. There is no need to provide documentation or a description of the illness or emergency, but do let me know by email of such situations before class. It is the student’s responsibility to arrange for a colleague to take notes and collect any handouts provided for any missed classes. Regarding absences due to observation of religious holy days, official Wisconsin state law and UW-Madison policy is that students may request another way to fulfill academic requirements, including class attendance, when academic requirements conflict with a religious observance. Should you need to miss class due to a religious observance, please notify me by email within the first two weeks of the semester of the specific days or dates on which you request relief within the first two weeks of class.

**UW and Course Policies and Procedures**

*Grant writing is particularly vulnerable to plagiarism. Therefore, it is especially important that we be diligent in avoiding plagiarism.*

**Plagiarism and Academic Integrity:**
It is expected that students will complete their own original work and will demonstrate academic and personal integrity. It is expected that all sources will be properly cited and credit given to the appropriate author(s). While most incidents are unintentional, they can result in severe penalty. Plagiarism is:

- Using someone else’s words or ideas without proper documentation (citation).
- Copying some portion of your text from another source without proper acknowledgement of indebtedness.
- Borrowing another person’s specific ideas without documenting their source.
- Turning in a paper or parts of a paper written by someone else, an essay "service," or from a World Wide Web site (including reproductions of such essays or papers).

Plagiarism is a very serious offense, both in college and in the “real world.” When you consult sources for a paper, you must document ideas or words deriving from them both by listing the sources in reference section at the end of the paper and by citing sources in the text itself. To cite a source is to make clear to the reader 1) who originated the idea or quotation that you have used and 2) where it can be found. This then allows the reader to do further research or check your evidence. It also prevents you from taking credit—deliberately or inadvertently—for someone else’s work or ideas. The following site may provide additional assistance on how to cite accurately or determine whether or not something needs citing: [http://writing.wisc.edu/Handbook/QPA_plagiarism.htm](http://writing.wisc.edu/Handbook/QPA_plagiarism.htm).

**Professional Work:**
All assignments must conform to appropriate formatting for text including in text citations, reference sections, and tables aligned with your grant application. Part of your grade will be based on the
professionalism of your written work including organization, grammar, spelling, and punctuation. Students who need assistance with their writing should contact the Writing Center. [http://www.writing.wisc.edu](http://www.writing.wisc.edu) Writing skills are closely aligned with all other aspects of evaluation. If readers are distracted by grammatical-syntax, tense, and spelling errors, for example, then these issues could be enough for an article or grant to be rejected. I also encourage you to have your work

**Diversity**

It is the policy of the University of Wisconsin to support and value diversity. To do so requires that we:

- Promote a culture of respect throughout the University community.
- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University Community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Students with Special Needs**

The Department of Rehabilitation Psychology and Special Education is committed to a quality education for all students. This requires that we provide reasonable accommodation to students with disability. Federal law is clear on this matter and applies to all students with disabilities. Students with disabilities or special circumstances who require accommodations (e.g. special seating, interpreter, note-taker, etc.) should inform the instructor as soon as possible so that we can work together to ensure your success in this course. You will need to provide the instructor with a copy of your VISA from the UW-Madison McBurney Disability Resource Center. Students with disabilities or circumstances requiring special accommodation should register with the UW-Madison McBurney Disability Resource Center to document need for accommodations and obtain necessary support services. The McBurney Disability Resource Center is located at 702 West Johnson, Suite 2104 and can also be reached by telephone or email (608-263-2741, 608-265-2998, fax; voice; 711 Relay; or 608-225-7956, text; email mcburney@wisc.studentlife.edu). See the McBurney Disability ResourceCenter website below for more information: [www.mcburney.wisc.edu](http://www.mcburney.wisc.edu).

**Course Grades**

I begin the course with the expectation that students in this course will do well and receive an A. I welcome variation in responses to the assignments and encourage you to bring your own ideas and experiences to each assignment. At the same time, there are criteria that will be required to be met in each assignment. I will assign a grade of Excellent (A)=4.0; Excellent/Good (AB)=3.5; Good (B)=3.0; Good/Fair (BC)=2.5 Fair (C) =2.0 for each assignment. The final grade in the course will be assigned based on the average of scores/grades obtained by the students across assignments. In addition to grades (scores) on products, overall, attendance, preparedness and participation in class will be considered in the final grade.

**Incompletes.** The instructor is not obligated to give students an incomplete (I), and the following criteria must be met: (a) the student has completed the *majority* of the class sessions and the work and the quality of work in class until near end of semester is ≥ C; (b) the student has been prevented from completing some portion of the coursework due to illness or some other documented reason beyond his or her control; (c) in the absence of documentation of such difficulty and completion requirements, the grade will be F. Even with proof, if the instructor is not convinced by the student’s work that the student can pass, the grade will be an F. The deadline for completing course assignments and requirements and thus allowing the instructor to assign a grade is by the end of the fourth week of the following semester. If this does not occur, the “I” automatically changes to an “F.” Students must make arrangements and an agreement on timelines must be made between the student and instructor before the end of the course for an “I” to be considered.
Course Assignments

Changes to Syllabus: The instructor reserves the right to change the class structure, activities, assignments, or readings to render the course more responsive to the needs of the class. Changes will be announced in class. It is your responsibility to be aware of any policy changes and adjust plans accordingly.

1. Outline of IES RFA CFDA Number: 84.324B (Topic Early Career and Mentoring). Develop an outline identifying general requirements, purpose, specific requirements, program narrative and other required sections, grant duration, maximum amount of award, budget considerations. The outline should be no longer

2. Development of a Grant Topic. Each student will submit a description of the general topic/area of study they will use for the proposal. The description should specify (a) the topic area and research goal (Refer to CFDA Number 84.324 or 84.305A) of the proposal, (b) a brief description of the career development activities needed, (c) the problem or issue to addressed and its importance, (d) and a set of questions (research questions) that will structure the research plan. The description should be no more than one page in length. Of note it is permissible (and perhaps necessary) to change this topic and content during the course.

3. Development of a Case-Argument Structure. Submit a case argument comprised of a series of brief “organizing principles” designed to build the case for the Significance section of the proposal. The case argument should be approximately 2-4 pages in length.

4. Grant Proposal Sections to submit.
   a. Significance
   b. Research Plan. Include conceptual model and logic model, timelines.
   c. Narrative of Career Plan. Include conceptual model and timelines
   d. Personnel
   c. Resources

5. Proposal Presentation. Develop a 20 minute summary of your proposal. Include lessons learned and next steps.

6. Final Proposal. Compile and submit a complete proposal including each section.
## Course Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment</th>
<th>Guest Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/7</td>
<td>Introduction/Overview of course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research/Grant Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/14</td>
<td>RFPs &amp; Funding Sources Getting Started</td>
<td></td>
<td>Ellen Jacks, Grants Information Collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meet in Memorial Library Room 231</td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>Navigating the RFA/RFP Requirements and Instructions</td>
<td>Outline of IES RFA Research Training Programs in Special Education (Early Career and Mentoring)</td>
<td>Paul Moberg, Department of Public Health, Population Health Institute</td>
</tr>
<tr>
<td>9/28</td>
<td>Significance/Importance of the Project</td>
<td>Development of Grant Topic</td>
<td>Rich Halverson, Education, Leadership and Policy Analysis (ELPA), Co-Director, School of Education, Network</td>
</tr>
<tr>
<td></td>
<td>Case argument structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/5</td>
<td>Significance Conceptual Frameworks, &amp; Logic Models</td>
<td>Case-argument structure</td>
<td>Kurt Brown &amp; Karen Faster, Wisconsin Center for Education Research (WCER)</td>
</tr>
<tr>
<td>10/12</td>
<td>Research Plan</td>
<td></td>
<td>Tim Tansey, Rehabilitation Psychology</td>
</tr>
<tr>
<td>10/19</td>
<td>Career Development Plan</td>
<td>a. Significance Section</td>
<td>Taucia Gonzalez, Special Education (5-6pm)</td>
</tr>
<tr>
<td>10/26</td>
<td>Project Personnel, Budgets, grant submission logistics</td>
<td></td>
<td>Teresa Mason &amp; Rosie Bell, WCER</td>
</tr>
<tr>
<td>11/2</td>
<td>Adequacy of Resources</td>
<td>b. Research Plan</td>
<td></td>
</tr>
<tr>
<td>11/9</td>
<td>Work session/Catch up</td>
<td></td>
<td>Kim Moreland, Assoc. Vice Chancellor for Research Administration, and Director, Research and Sponsored Programs Kurt McCillen, RSP</td>
</tr>
<tr>
<td>11/16</td>
<td>Peer Review Process</td>
<td>c. Career Plan</td>
<td>Eric Grodsky, Sociology and Educational Policy Studies</td>
</tr>
<tr>
<td>Class</td>
<td>Topic</td>
<td>Assignment</td>
<td>Guest Speakers</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>11/23</td>
<td>NO CLASS - THANKSGIVING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td>Review of section thus far</td>
<td>d. Personnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Resources</td>
<td></td>
</tr>
<tr>
<td>12/7</td>
<td>Putting it all together,</td>
<td>Proposal</td>
<td></td>
</tr>
<tr>
<td>Last day</td>
<td>reflection</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>12/14</td>
<td></td>
<td>Final Proposal</td>
<td></td>
</tr>
<tr>
<td>Finals Week</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>