



**Department of Special Education
College of Education
Florida Atlantic University
Spring 2025**

Instructor: Dr. Joseph Gagnon

Class Day/Time: Monday 5:00-7:50 pm

Office: Bldg 47, Room 412

Room: Synchronous Virtual Instruction

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Virtual Office Hours: Wednesday & Thursday 12:30 p.m.-3:30 p.m. or by appointment

COURSE NUMBER: EEX 7526 SECTION 001 CRN: 13374

COURSE TITLE: Grant Writing

COURSE CREDIT: 3

CATALOG DESCRIPTION

This course will examine the grant writing process involved in obtaining funds in local, national, foundation, corporate, and state funding environments. Students will explore funding in the areas of exceptional student education service delivery, research, and personnel preparation. An emphasis will be placed on preparing doctoral level students to develop and write grant proposals.

PREREQUISITE: Special Education Doctoral Students or Permission of Instructor

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Doctoral graduates frequently are called upon to create leadership opportunities by acquiring resources needed to develop, implement, and evaluate new initiatives. Professional skills required for this include the ability to identify needs and resources, and to develop clear and competitive proposals. A reflective decision-maker involved in resource acquisition should provide evidence of being a capable leader by developing, reviewing, and implementing competitive proposals.

REQUIRED TEXTS

None

Articles, grant proposals, and other resources will be provided

COURSE OBJECTIVES

The student completing this course will:

- Develop a clear idea for research that is grounded in current trends in education (or other field of study) and that extends previous research
- Develop a research plan that includes components necessary for high quality research
- Comprehend the diversity of the grant funding community

- Identify potential funding sources
- Match research interests with an appropriate funding agency
- Develop all required components of a proposal that addresses specific funding agency guidelines
- Write clearly for an audience of reviewers
- Develop focused and realistic budgets and budget justification
- Develop knowledge of the university, college, and department processes
- Demonstrate knowledge of the grant review process
- Complete and develop necessary Institutional Review Board documents and application
- Understand the necessary actions for grant implementation when a proposal is funded
- Understand appropriate forms of dissemination of results
- Understand the process of resubmitting a rejected application
- Develop a private foundation letter of intent/inquiry based on an area of interest
- Demonstrate knowledge of the process of grant writing for private foundations
- Write a concise, valid, and constructive review for a proposal

COURSE CONTENT:

- Conceptualizing a Research Project in written form
- Write a Letter of Inquiry
- Write a grant proposal
- Developing a budget and justification
- Engage in the review process by evaluating a peer's proposal

COURSE REQUIREMENTS

1. Outline of Research Interests

This assignment will help you organize and conceptualize your proposal for research funding by helping you consider trends in your field, research that has been completed and what remains to be studied, initial ideas concerning methodology, and identification of how your study will lead to changes in policy and practice. **(Due: January 28)**

2. Private Foundation Letter of Intent/Inquiry

You will base your Letter of Intent/Inquiry on the sample LOI provided. If your selected funding agency requires a similarly thorough LOI, you may use that as a guide. Federal government requests for applications do not typically ask for such a detailed document. However, we will use this Letter of Intent/Inquiry for two purposes: (1) To help you outline your larger proposal and get a “big picture” of where you are going; and (2) As a learning tool if you do decide to procure funding from Foundations (many will require the initial Letter of Inquiry) **(Due: March 11 by 11:59 p.m.)**.

3. Grant Proposal

Write a substantive proposal according to the guidelines for a competition to which you might submit. For an IES proposal, for example, your proposal may not exceed 25 single-spaced pages, excluding references, budget, budget justification, appendices, and application forms. Proposal submissions have “drop dead” deadlines, such that a proposal will not be considered if it is not submitted on time, regardless of why an applicant may have submitted late. In keeping with the spirit of the process, your proposal also will have a drop-dead deadline of **April 8** (to your peer). **You will email the proposal to your peer by 5:00 p.m. and CC me, so that I can see that the deadline was met. You can edit your final proposal, based on the presented peer feedback and provide a complete pdf of the proposal by April 27 by 5:00 p.m. No late**

proposals will be accepted.

The proposal will be graded on the following elements:

1. Abstract
2. Overview/Introduction
3. Significance
 - a. Context for the Proposed Intervention
 - i. Importance and timeliness
 - ii. Research and Existing Practice
 - iii. Current limitations to the available research
 - iv. Potential for significant impact (project will affect policy and practice)
 - b. Theoretical Framework
4. Research Plan/Methods
 - a. Conceptual Framework (for interventions)
 - b. Explanation of the project timeline and management plan that refers to the chart in the appendix
 - c. Research questions
 - d. Participants
 - e. Data collection/measures for each research question
 - f. Data analysis for each research question
5. Dissemination
6. Adequacy of Personnel
7. Adequacy of Resources

Appendices

1. Letters of commitment for consultants
2. Letters of commitment for advisory board
3. Scope of Work (If needed, if Co-PI is from another university)
4. Project Timeline and Management Plan
5. Samples, as appropriate (e.g., lesson or session, draft of survey)
6. Budget (Excel file) and budget justification (Word file)
7. Current and pending support
8. IRB-Sample consent and assent forms
9. Vita for each of the key personnel
10. (Data Management Plan for NSF)

4. Review a classmates proposal and present your conclusions to the class

One way to understand how reviewers look at and evaluate your proposal is to actually participate in the process as a reviewer. For this assignment, you will use the outline above to evaluate his/her proposal. You will develop a powerpoint presentation of specific and salient areas of strengths and areas that need attention, and present your evaluation to the class. **(Due: April 15 Due during class)**

5. Attendance and Participation

Students are encouraged to attend and actively participate in all class discussions. Successful proposal writers develop a plan for completing their proposals. Our class discussion will mirror the basic sections of a proposal, but I urge you to move forward as quickly as possible and use additional information from class to revise and improve, rather than to write an initial draft (even if your draft is very rough). We will also spend a great deal of time in class evaluating

reading and responding to classmates' proposals. This can be a very productive approach, but it requires all students to seriously and thoughtfully consider peers' proposals and to provide detailed and constructive feedback. Successful proposal writers also seek feedback from colleagues throughout the proposal writing process. I will be available to help and meet, as needed. However, your topic or methodology could be outside my expertise, at times. As such, I encourage you to seek additional feedback from a colleague, faculty mentor, and/or your advisor, particularly concerning your rationale and methodology.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. Students in the Special Education department are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the Special Education program. Students in the Special Education department are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES

Methods of instruction include lectures and discussions, media presentations, and peer reviews.

ASSESSMENT PROCEDURES:

Outline of Research Interests	15%
Letter of Inquiry	20%
Grant Proposal	45%
Review of Peer Proposal and Presentation	20%
TOTAL	100%

GRADING (FAU GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

PROFESSIONAL ETHICS/POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. DSE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the DSE program. DSE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

Classroom Etiquette Policy

University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.” *Please be respectful of your instructor and classmates by adhering to this policy.*

Professional Ethics/Policies and Expectations (if applicable)

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. DSE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the DSE program.

Technology

Email: Your FAU email address will be used.

Canvas: This course may be web assisted through FAU Canvas site. Some handouts, forms, handbook and resources may be available on the website. Go to the website:

<https://canvas.fau.edu/> (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Canvas is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

Course Communication Policy

Please allow your professor 24-48 hours to respond to an email. Teachers and school staff constantly use email as they communicate so, please practice professionalism through all communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.____) and a signature (E.g., Sincerely, your name). Please also be professional with all communication within the course. In addition, please use **people first** language. What is people first language? (<https://odr.dc.gov/page/people-first-language>)

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in university-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a university-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Course Policies:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of C (not C-) is required in order to continue in sequence in the ESE Bachelor's program.
4. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
5. Use American Psychological Association (APA) 7th edition for citations and references.
6. Due dates for assignments are provided in the course outline and will be enforced. Assignments submitted late will have the grade reduced by 10% of the points for each class it is late.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which all students enjoy an equal opportunity to succeed. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see [University Regulation 4.001](#).

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations,

field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

COURSE OUTLINE

***As we cover each aspect of the Letter of Intent and proposal, be prepared to discuss as a large group and/or with your partner

***Remember, as we cover each aspect, you should also insert information into your final proposal outline.

DATE	TOPICS	READING DUE	FOLDERS/FILES	ASSIGNMENT DUE
January 7	Introduction to research proposals: Developing an idea; Review syllabus	Begin and continue over the next several weeks: Request for Proposals Sample Proposals	Syllabus Assignments Folder: -Research Interests -Guidelines for Reviewing Peer -Grant Proposals -Sample Student Papers Folder	--
January 14	Research: In-class feedback on research outline	Read <i>Common Guidelines for Education Research and Development</i> (IES & NSF, 2013); Standards for Reporting on Empirical Social Science Research in AERA Publications (Council of the American Educational Research Association, 2006) Review potential funding sources	Standards for Research Folder	Provide initial ideas on the Outline of Research Interests for discussion
January 21	Process: Foundations & Governmental Funding RFA's and Letters of Intent Research: In-class feedback on research outline	Read Sample Foundation RFA's (including requirements for the Letter of Intent) and Sample Letters of Intent; Read Sample Governmental RFA's	Letters of Intent Folder RFA's Folder	Draft of Research Interests Identify partner

DATE	TOPICS	READING DUE	FOLDERS/FILES	ASSIGNMENT DUE
January 28	<p>Process: Utilizing University, college, and departmental boilerplates</p> <p>Research: Continue to discuss and begin expanding research interests outline</p>	<p>https://education.ufl.edu/educational-research/research-support</p> <p>https://canvas.fau.edu/courses/137742/pages/boilerplates-aka-standard-text-for-grant-proposals</p> <p>https://www.fau.edu/iea/powerbi/</p> <p>https://www.fau.edu/iea/dashboards/</p> <p>https://education.ufl.edu/educational-research/research-support/resources-2</p>	<p>Boilerplate and Resources Folder</p>	<p>Research Interests Outline Due</p> <p>Funding source chosen</p>
February 4	<p>Process: Continue discussion of LOI's; Identify and outline key aspects from RFA</p> <p>Research: Theoretical and conceptual frameworks</p>	<p>Read and then bring to class the RFA that you will use for your Letter of Intent/Full Proposal</p> <p>Read sample theoretical and conceptual frameworks</p>	<p>Theoretical and Conceptual Frameworks Folder</p> <p>IES Funded Proposals Folder -Daunic Goal 2 Narrative p. 4, 8</p>	<p>Begin work on your Letter of Intent</p>

DATE	TOPICS	READING DUE	FOLDERS/FILES	ASSIGNMENT DUE
February 11	<p>Process: Proposal Outlines; Iterative Development of Intervention</p> <p>Research: Share (and revise, if needed) Research Questions; Research Methods</p>	Review sample proposal outlines; Review iterative development examples; Read methods article(s) that are most applicable to your proposal	<p>Proposal Outline Folder</p> <p>Iterative Development Folder</p> <p>High Quality Research Folder</p> <ul style="list-style-type: none"> -Qualitative Methods Sub-Folder -Quantitative Methods Sub-Folder -Single Subject Research Sub-Folder -Survey Research Sub-Folder -Mixed Methods Sub-Folder -Secondary Data Analysis Sub-Folder 	--
February 18	<p>Process: Peer feedback on draft Letter of Intent; Catch up on other topics</p> <p>Research: Data Analysis and alignment with Research Questions and Data Collected</p>	Review sample proposals and make note of Data Analysis and alignment with Research Questions and Data Collected	<p>Funded NSF Proposals</p> <p>IES Funded Proposals</p> <p>Sample Student Proposals</p>	--
February 25	Process: Project Timeline and Management Plan	Read the Maccini et al. NSF narrative (December 2 CAM), paying attention to the Project Timeline and Management Plan (p. 10-11)	Maccini et al. NSF Folder	--
March 4	No Class: Spring Break			

DATE	TOPICS	READING DUE	FOLDERS/FILES	ASSIGNMENT DUE
March 11	Process: Quality of Key Personnel; Biosketches, Curriculum Vitae Research: Discuss your research plan	Read examples of Quality of Key Personnel; Biosketch, Vitae *Bring a Word file of your Curriculum Vita https://canvas.fau.edu/courses/137742/pages/bios-and-cvs	Biosketch & Vita Folder	Letter of Intent Due
March 18	Process: Scope of Work; Adequacy of Resources; Letters of Commitment Research: Refine implications for research and practice	Read Daunic Goal 2 Narrative for Adequacy of Resources (p. 25) Read Algebra Gagnon Scope of Work Read Sample Letters of Commitment and Letters of Support	IES Funded Proposals Folder CO-PI Scope of Work Folder Letters of Commitment & Support Folder	--
March 25	Process: Current and pending support (Time Commitments); Appendices	Review Current and Pending Support chart Identify and Organize Appendices	Time Commitments Folder	--
April 1	Process: Dissemination; Budget and Budget Justification; University Procedures -Guest Speaker Rick Laliberte	Review Budget and Justification in ROF International Research proposal Review Dissemination information in the WTGF proposal	ROF International Research Folder WTGF Folder	--
April 8	IRB; Review Guidelines for Reviewing Peer	Review IRB Protocols and Consent Forms	IRB Folder Assignments Folder	Proposal Due to Your Peer

DATE	TOPICS	READING DUE	FOLDERS/FILES	ASSIGNMENT DUE
	Grant Proposals	Read Guidelines for Reviewing Peer Grant Proposals	-Guidelines for Reviewing Peer	
April 15	Presentations: Actions when a proposal is funded; Resubmitting an application; Data Management; Each student will evaluate a peer's proposal	Read/evaluate proposal and present a powerpoint presentation of the reviewed proposal's salient strengths and areas of need. You should address all of the major headings in the Guidelines for Reviewing Peer Grant Proposals.	Assignments Folder -Guidelines for Reviewing Peer Grant Proposals	Presentations
April 22	Classes end April 21. I will be online for questions on April 22. However, this is an extra session and not mandatory.			
April 27	Final Proposal Due	--	--	Final Proposal Due