

“If Plan A fails, remember there are 25 more letters.”

– Chris Guillebeau, American author, entrepreneur, blogger, and speaker (b. 1978)

Grant Writing and Management

PS 5316: Summer 2026

Professor:	Marcia Tuck, AICP
Office Hours:	Wednesdays 11:30a-1:30p and Thursdays 5:30-7p (virtually)
Office Location:	Virtual only
Email Address:	Marcia.Tuck@sulross.edu
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Required Texts: There is NO required Textbook(s). This is a PROJECT based course. Required readings in the form of application examples, guides, budget types, reporting measures, etc will be posted within each Section on Black Board for analysis and discussion.

Course description: Grant writing and Management is a project-based course with weekly assignments which will cover the full-scope of the grant process over five main Sections:

- Section 1- Intro and Project Selection
- Section 2- Funding Research,
- Section 3- Budgeting,
- Section 4- Project Scoping,
- Section 5- Creating the Application,
- Section 6- Follow-up Reporting/Analysis.

My hope is that the class will be interdisciplinary, with students from multiple SRSU programs. MANY career paths including Law Enforcement, Education, Natural Sciences, Fine Arts, etc. often utilize grants to accomplish their respective program and project goals.

Course Learning Outcomes:

By the end of this course, students will:

- Be able to explain a standard Grant Writing and Management process and how it applies to a variety of career paths.
- Be able to explain the various challenges and limitations when pursuing grant funding
- Be acquainted with multiple types of grant applications, including those from private Foundations and governmental agencies
- More fully understand the role and management of grants within public agencies and nonprofit organizations

Program Learning Outcomes

Public Administration: The graduating student will:

- Demonstrate the ability to critique significant theoretical approaches of public administration.
- Demonstrate the ability to evaluate domestic and international administrative processes.
- Demonstrate the ability to apply appropriate statistical tools for quantitative analysis.

Political Science: The graduating student will:

- Demonstrate the ability to analyze significant theoretical approaches of political science
- Demonstrate the ability to evaluate domestic and international political processes
- Demonstrate the ability to apply appropriate statistical tools for quantitative analysis

Marketable Skills

Public Administration

- Students can organize and execute the presentation of data and needs relevant to public administration.
- Students understand and can execute a program evaluation
- Students can conduct evaluations and analyses that are useful to the work of public administrators.
- Students can read, interpret, and create a Project budget

Political Science

- Students can organize and execute verbal and written presentations of complex social issues
- Students can tackle organizational problems by acquiring relevant data and using insight and technical skills to analyze data and develop logical solutions
- Students understand and can execute a programmatic and budgetary analysis

GRADING ** Instructor is modifying the grading. Final guidelines will be posted prior to the start of class on 5/26/2026

Grades in this class will be determined by the number of points you earn by the end of the course. The point distribution is listed below:

1,000 Points total for the course:

0 Points for Assignment 1- Project Selection (but this MUST be completed as a base for all following Assignments # 2-7)

150 Points for Assignment 2- Research Funding Opportunities

150 Points for Assignment 3- Create Budget & Budget Narrative for Project

150 Points for Assignment 4- Project Description

200 Points for Assignment 5- Full Application (combining & expanding on Assignments 3 & 4)

100 Points for Assignment 6- Quarterly Report

100 Points for Assignment 7- SWOT Analysis

150 Points for Class/Discussion Board Participation (30 points for each week of class)

A 900-1,000 Points

B 800-899 Points

C 700-799 Points

D 600-699 Points

F- Below 600 Points

ASSIGNMENTS: ** Instructor is modifying the assignments. Final guidelines will be posted prior to the start of class on 5/26/2026. Below is a CLOSE version of the course set up.

This is a project-based course, requiring each student to develop a real-life or feasible fictional project/program that they will walk through the grant process. The initial instructional video will give parameters for helping students select a project appropriate for this course work.

Each of the six Sections builds on the previous ones. Because of that, the instructor will not release the next Section until any Assignments from the previous Section are due. Students will not be able to “cram” the whole course into the first two weeks (or the last two weeks).

Each week, there will be some reading in the form of a variety of application examples and guides, as well as comparing and analyzing different styles and types of grants, budgets and reporting. Those will be posted & discussed in the Discussion Board each week. Assignment deadlines will be indicated within that Section; most will be due by Sunday 11:59pm prior to the opening of the next Course Section.

Assignment 1- Project Selection (0 points)

- There are no points for this Assignment, but it **MUST** be completed to move on to Assignments #2-7.
- Students will choose a topic, project, program or cause that is of personal interest to them. Choose wisely, this will be the Project you are focused on for the entirety of the class as you move through the Grant process. It can be a real need that you have in a current workplace setting or a fictional cause that you are passionate about.
- Your Project Selection will need to be specific so you can easily define what exactly your Project to be funded will be. *[For example, "Healthcare" is too broad of a grant project topic and is not suitable for your class Project selection; "Establishing a mobile van that can travel to rural areas to provide standard health checks and the ability to address common illnesses to those who otherwise lack access to medical care" is an example of a specific project/program that can be funded and is suitable for your class Project selection.]*

Assignment 2- Research Funding Opportunities (150 points)

With guidance and initial suggestions (including those from fellow classmates in the Discussion Board), each student will research potential funding sources for their chosen Project. Students will submit the most relevant Funding Source and associated Application template and Guidelines from that source with a summary of the deadlines, major information needed for the Application, and an explanation of why it is the best fit for their selected Project.

Assignment 3- Create Budget for Project (150 points)

This assignment will be based on a template Budget sheet provided by the instructor, but modified by each student so it more specifically relates to their chosen Project (i.e. not all projects will have a construction element.) The assignment also includes a 500 word maximum Narrative of the Budget, following examples provided by the instructor.

Assignment 4- Project Description (150 points)

Students will submit two versions of a carefully worded Project Description. One version will allow for more descriptive writing with a 600 word maximum; the other will be a condensed version with a 250 words maximum. The point is to be able to get your primary needs, goals, and budget across to the reader within varying parameters.

Assignment 5- Full Application (combining & expanding upon Assignments 3 & 4 - 200 points)

Students will complete the Grant Application (template provided by instructor) for their specific Project, using information from both the Project Description and Budget Assignments, as well as providing data and writing text that addresses the additional aspects of the Application.

Assignment 6- Quarterly Report (100 points)

This assignment will consist of completing a standard Quarterly Report provided by the instructor as if your Project was awarded and funding had been given. Quarterly reports are a common follow-up requirement for many government and private Foundation grants.

Assignment 7- SWOT Analysis (100 points)

SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is a valuable tool in analyzing the success (and any improvements needed) of an awarded project or program. Students will complete a basic SWOT Analysis (template provided by instructor) of their Project as if it had been operational for one full year post-funding to evaluate the project's success and lessons-learned.

Discussion Board:

- Throughout the course, I will post Discussion Board topics, which each student is expected to participate in weekly.
- Each of the FIVE main Sections/Topics in the class will have discussion board components, each worth 30 points (for a total of 150 points toward your final grade).
- Topics will be based on that Section's review material (generally, an example of that part of the Grants Management process) and will ask for your thoughts on what was given. For example: "Which writing style is best suited to a government application? Why?"
- The Discussion Board also allows students in the class to share their knowledge and perspective as you will all be focused on different projects with different interests.
- Please note that Graduate-level discussion posts should be complete sentences, and grammar and spelling errors should be non-existent. In other words, these are not social media posts that you can write from your phone.
- NOTE: All discussion board posts are "post first" discussion boards, meaning you will not be able to view the posts of others until you have made your first post.

CALENDAR (subject to change, as needed) * Instructor is modifying the calendar. Final guidelines will be posted prior to start of class on 5/26/2026***

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

WHAT YOU CAN EXPECT FROM ME:

- I will provide a minimum of bi-weekly weekly communication with the class through announcements (email and posted on Blackboard), email notifications, and virtual office hours.
- I will provide email responses within 24 hours of receipt during the hours of 9 a.m.-6 p.m., Monday-Friday.
- I will provide grades and feedback for assignments within FOUR DAYS of the submission due date.
- I will provide clear and concise instructions on how to complete the online course requirements.
- I will provide a range of opportunities to engage in the course content in a meaningful way.

WHAT I EXPECT FROM YOU:

- You will familiarize yourself with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- You will acquire the tools necessary to be successful in this class. This includes reliable Internet access, and a device other than your phone for completing assignments.
- You will complete all assigned readings and coursework by assigned due dates.
- You will engage in the course, with your peers, and with me, using open and appropriate communication
- You will be diligent about using communication in a way that shows respect to me and your classmates
- You will submit graduate-level work that has been checked carefully for errors in spelling, grammar, and punctuation (using a free extension like Grammarly is recommended).
- You will respond to communication from me and your classmates in a timely manner (within 24 hours).

- You will not plagiarize the work of others or yourself, and you will also not collaborate with others on class assignments (unless clearly authorized to do so)
- You will reach out to me immediately if you are having trouble in the class or with access to course materials (although please call the Help Desk--888.837.6055 for general access issues)

GROUND RULES FOR DISCUSSION BOARDS

SOURCE: Center for Teaching and Learning. (2020). Sample discussion board ground rules. Retrieved from <https://ctl.wiley.com/sample-discussion-board-ground-rules/>

- **Ask questions.**
If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.
- **Participate.**
Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.
- **Do not dominate a discussion.**
Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
- **Be intellectually rigorous.**
Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- **Be tactful.**
Be critical of ideas but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
- **Forgive other students' mistakes.**
Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.
- **Read the whole thread before posting.**
Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- **Be concise.**
Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
- **Reread and check your posts.**
Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
- **Cite your sources.**
If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
- **Maintain confidentiality.**
Respect your classmates' privacy. Do not repeat the personal information that others share.

- **Report technical problems.** If the platform is not working properly, please let me know as soon as possible.

OTHER COURSE POLICIES & RESOURCES

ACADEMIC INTEGRITY: Intellectual development requires hard work. Academic dishonesty severely interferes with this development and reduces the value of college degrees. Presenting the ideas or work of others as your own, submitting the same paper for multiple classes, doing someone else's work, and/or failing to cite your sources when you utilize the ideas of others, are all examples of dishonest academic conduct.

As an SRSU student, it is your responsibility to read and understand the request each semester for each class.

Students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours). The office is located on the first floor of Ferguson Hall (Suite 112), and their mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

DISTANCE EDUCATION STATEMENT: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

BLACKBOARD TECHNICAL SUPPORT: SRSU 24/7 Blackboard Technical Support Online
Support Desk Contact Info: Toll Free: 888.837.6055.
Email: blackboardsupport@sulross.edu

COMMITMENT TO DIVERSITY

I will strive to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and also one that honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). It is my expectation that we will be partners in this commitment so that, together, we can create a classroom community that feels welcoming to all.