ENGL5391.D01: Grants and Proposals for Nonprofits

Technical communicators and educators regularly encounter complex problems in their communities and organizations that require strategic plans, resources, partnerships, and evidence of impact. In this course, you will learn grant seeking and proposal development as rhetorical and problem-solving processes: identifying and defining community and organizational needs, developing fundable responses, aligning projects with organizational missions and funder priorities, identifying appropriate funding opportunities, and designing persuasive proposals that communicate a compelling case for support. You will also learn to connect objectives, activities, outputs, outcomes, and formative and summative assessment so that proposed projects are feasible, measurable, and responsive to the communities they serve. The goal of the course is to move from identifying a meaningful problem to articulating a purposeful response and demonstrating its potential impact, treating grant writing not simply as the production of persuasive documents but as a rhetorical process for developing projects, building relationships, securing resources, and creating measurable change.

Instructor

Dr. Rich Rice (rich.rice@ttu.edu; https://richrice.com; M 11am-2pm CST in HUMA488/online, or appointment).

Meetings

Our class meets M 6-8:50pm CST via Zoom. No class on 9/7.

Class Materials

- **Required**: Karsh, E., & Fox, A. S. (2019). *The only grant-writing book you'll ever need* (5th ed.). Basic Books. https://www.basicbooks.com/titles/ellen-karsh/the-only-grant-writing-book-youll-ever-need/9781541619128
- **Required**: Rice, R., Maher, L., & Cole, R. (Forthcoming). *Grant writing using rhetoric and technology.* ATTW/Routledge. Free, draft copy provided via Canvas. PW provided during class; called GWS.
- **Required:** https://grantwriting.solutions
- **Required:** https://creators.spotify.com/pod/profile/GWS
- **Required:** https://www.youtube.com/@GrantWriting.Solutions
- Optional: Ornelas, D., Rice, R., Maher, L., & Cole, R. (In-Preparation). *Writing grants, building care: A community-centered approach*. TTU PressBooks. Link forthcoming.
- Optional: Mikelonis, V., Betsinger, S., & Kampf, C. (2003). *Grant seeking in an electronic age.* Longman.
- Optional: Johnson-Sheehan, R. (2008). *Writing proposals* (2nd ed.). Pearson.
- Optional: Freed, Freed, & Romano. (2011). *Writing winning business proposals* (3rd ed.). McGraw-Hill.
- Optional: Greever, J. C. (2012). *Guide to proposal writing* (6th ed.). The Foundation Center.
- Optional: Carlson, M., & O'Neal-McElrath, T. (2008). *Winning grants step by step.* Jossey-Bass.
- Optional: Kiritz, N. J. (1980). *Program planning & proposal writing.* The Grantsmanship Center.
- Additional PDF readings will be provided in Canvas as needed.



Tools

We'll share these and more, as we discover them. Find the right mission match.

- http://www.grants.gov
- http://www.cof.org
- https://www.depts.ttu.edu/research/faculty
- http://www.tgci.com
- http://www.arts.gov/grants
- http://www.acls.org
- http://www.nsf.gov/funding
- http://foundationcenter.org
- http://www.grantsalert.com
- http://barbarabushfoundation.com
- https://www.grantselect.com
- https://grantspace.org/training
- http://www.irim.ttu.edu
- http://grants.nih.gov/grants/oer.htm
- https://ci.luCanvasock.tx.us
- https://www2.ed.gov/fund/landing.jhtml?src=ln
- http://fdncenter.org/learn/shortcourse/prop1.html
- http://www.depts.ttu.edu/research/ors
- http://www.techlearning.com/resources/grants.jhtml
- http://centerforinterculturaldialogue.org
- https://www.cfwtx.org
- http://burleson.tea.state.tx.us/GrantOpportunities
- https://www.depts.ttu.edu/research/RDT
- Mikelonis, Betsinger, & Kampf study guides (Canvas)

- https://www.thecne.org
- http://grants.nih.gov
- https://www.barbarabush.org
- https://www.physiology.org
- https://www.thegrantportal.com
- https://grantstation.com
- https://www.fundsforngos.org
- https://www.opensocietyfoundations.org
- https://www.shapeamerica.org/grants/research/upload/Tips-for-successful-proposals.pdf
- https://fconline.foundationcenter.org
- https://www.aera.net
- https://www.grantwatch.com

AI-Specific (Grant) Writing Tools

- **Ahrefs:** https://ahrefs.com
- **AIWriter:** https://ai-writer.com
- **Anyword:** https://anyword.com
- **AmpliFund:** https://www.amplifund.com
- **Atlassian:** https://www.atlassian.com
- **Blackbaud:** https://www.blackbaud.com
- **ChatGPT:** https://chat.openai.com
- **Coggle:** https://coggle.it
- **Copy.ai**: https://www.copy.ai
- **Fluxx:** https://www.fluxx.io
- **Fundwriter.ai:** https://www.fundwriter.ai
- **Jasper:** https://www.jasper.ai
- **Gantt.com:** https://www.gantt.com
- **Grammarly:** https://www.grammarly.com
- **Grant.io:** https://grant.io
- **Grantable:** https://www.grantable.co
- **Grantboost:** https://topai.tools/t/grantboost
- **Granter:** https://granter.ai
- **Hemingway Editor**: https://hemingwayapp.com
- **HyperWrite**: https://hyperwriteai.com
- **Zeffy:** https://www.zeffy.com
- **Loopio:** https://learn.loopion.com/rfp-response-software
- **Miro:** https://miro.com
- **Monday.com:** https://monday.com
- **Notion:** https://www.notion.so
- **NovelAI:** https://novelai.net
- **OpenGrants:** https://www.opengrants.io
- **Optimy:** https://www.optimy.com
- **PitchPower:** https://https://pitchpower.ai
- **ProWritingAid:** https://prowritingaid.com
- **QorusDocs:** https://www.qorusdocs.com
- **QuillBot:** https://quillbot.com
- **Rytr:** https://rytr.me
- **Rqawards:** https://rqawards.com/grants
- **SEMrush:** https://www.semrush.com
- **SmartyGrants:** https://www.smartygrants.com
- **SpyFu:** https://www.spyfu.com
- **Squibler:** https://storylab.ai
- **Submittable:** https://www.submittable.com
- **SummarizeBot:** https://www.summarizebot.com
- **WizeHive:** https://www.wizehive.com
- **Writesonic:** https://writesonic.com

Learning Objectives

Upon successful completion of this course, students will be able to:

- *Analyze* rhetorical situations, including audiences, purposes, stakeholders, organizational missions, and funder priorities, to make strategic decisions in grant seeking and proposal development.
- *Identify and research* community, organizational, or institutional needs and translate those needs into clearly defined problems, project ideas, and opportunities for funding.
- *Locate, evaluate, and interpret* funding opportunities and requests for proposals (RFPs) to determine organizational fit, eligibility, priorities, requirements, and potential for successful proposal development.
- *Develop* grant proposals that articulate compelling needs, establish clear objectives, align activities with intended outcomes, and demonstrate organizational and project feasibility.
- *Design* formative and summative assessment strategies that connect objectives, activities, outputs, outcomes, and measures of impact.
- *Apply* rhetorical principles of genre, organization, style, tone, evidence, and visual communication to create clear, persuasive, and audience-centered grant proposals and supporting materials.
- *Use* research, evidence, and appropriate technologies—including generative AI when appropriate—to develop, revise, evaluate, and strengthen grant-writing artifacts while exercising rhetorical judgment and ethical awareness.
- *Collaborate* with others to plan, develop, critique, and revise grant-writing projects and communicate project ideas effectively through written, visual, and oral presentations.
- *Reflect on and articulate* the rhetorical, ethical, and strategic decisions involved in developing a grant proposal and pursuing external funding.

Assignments

Ask questions frequently via email or Canvas. I accept revisions on all work until the last day of classes, but my time to offer substantial feedback gets limited as the semester draws on. I reserve the right not to accept late work. We'll be working on real requests for proposals. Pay attention to deadlines outside the course. If you miss a grant deadline, consider it preparation for the next application deadline. All informal work will be assessed for clarity and depth and should make use of the **SMARTIE** sustainability grant writing model. Requirements:

1. *Participation*. Each class meeting is mandatory. Each excused or unexcused absence may lower your final course grade by 5%. If you do not participate in the readings, activities, assignments, etc. you limit opportunities to learn for both you and your peers and may be considered absent. (5%)
2. *Posts and Responses*. By midnight Sunday, in no less than 500 words, post your reactions to readings and discussions as they relate to course projects and teaching. Comment on at least two peer posts each week. We'll have 10 of these; the first due 8/30. Prompts shared as we go in Canvas. (10%)
3. *Funder Source Presentation.* Demonstrate the value of one online research funding source in a 7-minute, in-class presentation; discuss one project you're considering proposing. Schedule ASAP. (5%)
4. *Grant Application Packet*. Complete <u>*two*</u> packets individually or in a group (each member earns same grade), for an actual nonprofit, each including:
   - 1-2 page "permission" letter of inquiry memo (first draft 9/20, 10/25). (5%)
   - Project proposal including budget (first draft 10/25, 11/15). (20%)
   - Two related RFPs for each packet (due 12/2 with packet; four total). (5%)
   - 2+ page rhetorical analysis memo for each packet (due 12/2 with packet). (5%)

   At least one of the proposals should be significant with a complex budget. I am available to review CVs and other related materials. If you do not have a nonprofit you'd like to work with in mind, I have options. You'll need both primary and secondary research. Conduct research on funding agencies and other opportunities. I recommend developing a spreadsheet. Complete two significantly different projects. First drafts through email receive notes; final packet drafts through Canvas receive grades. Final packets are due the last day of the semester, 12/2, but drafts come in earlier.
5. *Project Presentation*. In no more than 10 minutes, present <u>*one*</u> of your two projects to the class (8%) with a handout (2%) as your final. Your audience is your intended client or sponsor (present 11/30; due 12/2). (10%)

Participation	5%
Posts/Responses	10%
Funder Presentation	5%
Application Packet-1	35%
Application Packet-2	35%
Project Presentation	10%

Assessment Considerations

From AI, these are top reasons grant applications fail to win. While generalizations, these are considerations made when assessing the quality of writing. Worth considering, and perhaps "reverse engineering" your proposal writing.

1. Weak Alignment with Funder Priorities
   - The project doesn't clearly match the funder's mission, goals, or focus areas.
   - Even strong projects fail if they don't fit the funder's current priorities.
2. Unclear Problem Statement or Needs Assessment
   - The application doesn't convincingly explain *why* the project matters.
   - Lack of data, weak storytelling, or failure to connect local needs to broader significance.
3. Vague or Unrealistic Goals & Objectives
   - Goals are too broad, too ambitious, or not measurable.
   - Missing SMARTIE objectives (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).
4. Poorly Defined Methodology or Activities
   - The "how" is missing, incomplete, or confusing.
   - Reviewers need to see step-by-step plans, timelines, and evidence-based approaches.
5. Weak Evaluation Plan
   - Failure to explain how success will be measured.
   - Funders want clear metrics, outcomes, and methods of assessment.
6. Unrealistic or Incomplete Budget
   - Budget doesn't match the narrative (numbers don't align with activities).
   - Missing justification or inflated/underestimated costs.
7. Capacity Concerns
   - The applicant doesn't demonstrate sufficient staff expertise, partnerships, or infrastructure to deliver the project.
   - Reviewers worry about feasibility.

8. Failure to Demonstrate Sustainability
    - The project appears dependent only on this one grant.
    - Funders want to see plans for long-term impact or continuation after funding ends.
9. Poor Writing, Organization, or Compliance
    - Typos, jargon, disorganized sections, or failure to follow instructions (e.g., page limits, required attachments).
    - Even strong ideas can be dismissed if proposals are sloppy.
10. Too Generic or "One-Size-Fits-All" Proposal
    - Copy-paste applications that don't feel tailored.
    - Reviewers can tell when a proposal wasn't written with their fund in mind.

Schedule

Subject to change depending on directions we take discussions in. More information provided via Canvas as needed. You may be interested in collaborating in teams (recommendation: one smaller individual project and one larger collaborative grant project). Labor Day (9/1); Thanksgiving (11/26-11/30).

Week-1 (8/24): What are our problems?

- Syllabus: flexible assignments, policies, office hours, etc.
- Start your grant writing spreadsheet.
- AI: Notebook LM (see link and guide in readings).
- First discussion board post (due 8/30).
- As soon as possible, read GWS (intro, 1, related podcasts, all through the book in Canvas and grantwriting.solutions or Spotify)
- Keep these **six stages** in mind:
    1. Identify a problem
    2. Generate an idea to solve it
    3. Figure out if the solution furthers the mission
    4. Research sponsors that match missions
    5. Write proposal
    6. Get funded

Discussion:

- Introductions
- 2 required books (one in PDF)
- What do we want in Canvas, readings, support for writing?
- Readings introduce grants as rhetorical/problem-solving activity and establishes the course's conceptual framework.
- What is the baseline logic of grants and proposals?
- How do you show the right picture?
- Who am I, and what do I want to do?
- Where can we find RFPs?
- What do grantmakers/funders want?
- Today on our first day we will brainstorm "problems" that need to be solved for our organizations, to achieve baseline, and talk about why grant writing is a useful course to take in our degree programs.

Week-2 (8/31): What types of problems do you want to solve?

- GWS (2, and podcasts).
- K&F (1, 2, 3, 4, 5).
- AI: madlib prompting (guest recorded from grant writer); see Canvas > Files > Readings > madlib.
- Discussion board post-2 (due 9/6).
- Email rich.rice@ttu.edu a useful grant website and presentation date, due 9/6. I'll share it via Canvas with the class. Some to consider in addition to those listed above:
    - grants.gov
    - American Heart Association
    - CPTSC
    - NSF
    - Philanthropy News Digest

Discussion:

- What is the logic to a proposal? YOUR proposal?
- How is rhetoric valuable in grant writing?
- Strategic planning (problems, difficulties, obstacles?).
- What are activities to overcome weaknesses?
- Writing the need statement: description, plan to solve the problem NOW, instrumental purpose.
- Rhetorical appeals.
- Types of awards include contracts (government, strict budgets, specific deliverables needed), with fixed-cost or firm fixed-price or cost-plus fixed-fee or cost reimbursement.
- **SMARTIE**: specific, measurable, agreed upon, realistic, time bound, inclusive, evaluable.

Week-3 (9/14): How might you go about measuring your project success?

- GWS (4, 5, and podcasts).
- K&F (9, 11).
- Discussion board post-3 (due 9/13).
- Read Files > Readings > "why-fail.docx."

Some to consider in addition to those listed above:

- Foundation Center
- SHAPE America
- Library Guides
- American Physiological Society
- GrantHub
- NSCA

Discussion:

- These chapters help us move from a general problem to a purposeful, community-responsive project with identifiable goals and stakeholders.
- We'll discuss readings from Weeks 2 and 3.
- What can you measure with your projects?
- What is a logic tree? What's your methodology?
- What kind of sponsor do you need?
- What to look for when interpreting RFPs? Think about target population, problem, purpose. Consider eligibility, funding amounts, timing, restrictions, sections, guidelines, review process, keywords…
- What is "cause mapping"?
- What are the relationships between tasks?

- ACSM

Week-4 (9/21): Analyzing audience.

- GWS (7 and podcasts).
- K&F (10, 13, 14).
- Discussion board post-4 (due 9/20).
- AI: persona prompting.
- First letter of inquiry memo; the audience on your first letter is your instructor, to reason why you want to tackle a specific grant project for a specific client. The audience for the revised draft for your packet will shift to the funder (due 9/20).
- Student presentation:

Discussion:

- This is an especially good point to move from *what do we want to do?* to *who might fund it?* Analyze funders, missions, priorities, and RFPs.
- Who are you writing to? Audience and use profile.
- What elements of persuasion are best?
- Finding partners. Read mission statements closely, narrow keywords.
- Consider govt. portals:
  - grants.gov
  - cfda.gov
  - firstgov.gov
  - hhs.gov/grantsnet
  - fedworld.gov

Week-5 (9/28): Goals, objectives, tasks: show me the logic.

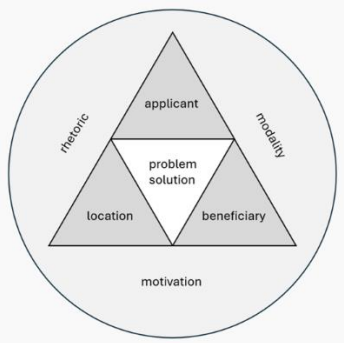
- GWS (8 and podcasts).
- K&F (8, 9, 11).
- "Rhetoric-Technology-and-the-Digital-Online-Media" in Canvas > Files > Readings (optional)
- AI: flipped prompting.
- AI: checking references.
- Discussion board post-5 (due 9/27).
- Recommended: texas.grantwatch.com.
- Student presentation:

Discussion:

- These chapters directly support translating the project idea into objectives, activities, timelines, deliverables, and proposal structure.
- Goals, objectives, tasks.
- How will you prove what you set out to do?
- Developing and presenting a winning program.
- What challenges is your organization facing?
- How does your proposed idea relate/solve?
- Who should be on the team and why?
- Who plays what role if funded?
- Is your proposal idea unique? Timely? Is there urgency? Is it compelling? Mission matching? Overcoming weaknesses? Helping target audience?

Week-6 (10/5): Oh no, we have to budget.

- GWS (11 and podcasts).
- K&F (12).
- "Using Gantt charts in an Agile Environment."
- If you're in education, please read AAC&U's "Effects of community-based engagement" report.
- Discussion board post-6 (due 10/4).
- Student presentation:



Rhetorical Thinking Model for Grant Writing

Discussion:

- Qualifications, benefits, fees, developing processes.
- Strategies for budgets?
- Budgets clarify the relationships between costs and expenses. Communicate with the sponsor (review previously funded grants). Budget the whole project (include in-kind). Research costs. Expect the unexpected (indirect costs).
- Have you seen https://www.onlinegantt.com/#/gantt ?

Group Thinking/Writing:

(1) Do you need a team? Typical to have a lead writer, an accountant, a team assistant… (project management)
(2) What are you worried about the most with one or both projects?
(3) Which aspects of your writing do you need help with the most?
(4) Let's spend time writing, organizing, planning, with others present if needed, including the instructor.



Week-7 (10/12): Consider Site Visits, Rhetoricize Budgets

- Bring your budget(s) to class. Let's study them.
- GWS (11 continued)
- K&F (16, 17).
- "Using Gantt charts in an Agile Environment."
- Discussion board post-7 (due 10/11).
- Student presentation:

Week-8 (10/19): Style, grammar, visuals.

- GWS (12 and podcasts)
- K&F (6, 7, 9).
- Discussion board post-8 (due 10/18).
- Student presentation:

Discussion:

- Consider proposal style, organization, clarity, visual presentation, revision.
- What does style have to do with it?
- More on documenting the need.
- Sections of most proposals include some combination of the following: cover letter, cover page, needs statement, solution (goals, objectives, tasks), evaluation and sustainability, dissemination, budget, appendices.
- Got Gantt?

Week-9 (10/26): Sustainability revisited.

- GWS (10 and podcasts)
- K&F (13, Appendix 1).
- Discussion board post-9 (due 10/25).
- Have you reviewed info from Office of Research Development & Communications?
- First project proposal draft (due 10/25).
- Second letter of inquiry memo (due 10/25).
- Student presentation:

Discussion:

- Revisiting the needs statement helps them make sure the proposed solution remains grounded in the problem.
- Think about how to make projects sustainable.
- What kinds of people or resources will you need if your project is funded?
- What capabilities does the organization already have to meet these needs?
- What kinds of organizational support do you have for writing and implementing?
- What support do you still need?

Week-10 (11/2): How do evaluations work?

- GWS (9, 12, and podcasts).
- Discussion board post-10 (due 11/1).
- Have you found the Prestigious External Student Awards (pesa.ttu.edu) program? I get to work on the mock interview team.
- Student presentation:

Discussion:

- Evaluation is embedded in proposal development, while we also need to assess whether objectives, activities, outcomes, and measures are clearly articulated.
- Think through how to monitor and report your project, including clarity of objectives and how we'll you're meeting them.
- Who benefits most from evaluations?
- Formative (on-going), and summative (at end).
- Questions to ask include how will you test objective achievement? When will you conduct tasks? What kind of data should you collect? How will you present the data, and how much time/cost will it take? Who will report the data?

Week-11 (11/9): Logic in your own proposals. Think SMARTE.

- No more discussion board posts due; review previous.
- GWS (10, revisit 9, and podcasts)
- Bring proposal drafts.

Discussion:

- Another opportunity to test the logical relationship between problem → objectives → activities → outcomes.
- How do you turn objectives into outcomes?
- Rethink sustainability in several areas, such as financial, managerial, technical, environmental, and social sustainability.

Week-12 (11/16): Review for style and persuasive appeal; putting together the package.

- GWS (12, 13, and podcasts)
- Second project proposal draft (due 11/15)
- Student presentation:

Discussion:

- Transition from revision into assembling a compliant submission package.
- How have you gained "competitive advantages" in your proposals? How do you gain the sponsor's trust? Remember the target population.
- Use we/our and you/your.
- Address sponsor funding priorities.
- Include a budget even if not required.
- Budgets are rhetorical.
- Do you have ghost signers on the cover letter?
- Specific tracking numbers?
- Keywords in abstracts?
- What goes into the appendices? Why?

Week-13 (11/23):

- GWS (3, 13 revisit, 14, and podcasts)
- Course and materials reflection
- Thanksgiving (11/26-11/30)

Discussion:

- Consider final perspectives on submission, compliance, post-award responsibilities, and reflection on the grant-writing process.
- AI and grant writing, revisited

rWeek-15 (11/30): Presentations

- Project presentation during class (due 12/2).
- Both grant packets, including revised permission letters, revised proposals, two related RFPs each, and analysis memo for each packet due via Canvas. Each packet should be one PDF (due 12/2).

Discussion:

- Project Presentations
- Course Evaluations

Assignment Expectations

The following is a general description of expectations for assignments:

- A. Your project is of impeccable (or almost impeccable) quality in both content and format design, with no major weaknesses in any area. It provides adequate information that users need and effectively fulfills the intended purposes. Presentation is of professional quality. There are few if any mechanical errors.
- B. Your project is of high quality in most of the major areas. It fulfills the user's needs and your intended purposes quite effectively. Presentation is quite professional. There are only a few mechanical errors.
- C. Your project is of reasonable quality in most areas. It fulfills the user's needs and your intended purposes although major deficiencies are largely observable. Presentation is of semi-professional quality. There are some mechanical errors, but not to the extent of seriously affecting readers' comprehension.
- D. Your project is of acceptable quality in most areas. It fulfills the user's needs and your intended purposes to some extent, but major deficiencies exist in several areas. Presentation quality is acceptable but low. There are a significant number of mechanical errors.
- F. Your project is unacceptable in quality. It does not fulfill the user's needs or your intended purposes. Major deficiencies are observed in most areas. Presentation quality is poor, and there are too many mechanical errors.

Grade Range
A: 92.5-100%
A-: 89.5-92.4
B+: 86.5-89.4
B: 82.5-86.4
B-: 79.5-82.4
C+: 76.5-79.4
C: 72.5-76.4
C-: 69.5-72.4
D+: 66.5-69.4
D: 62.5-66.4
D-: 59.5-62.4
F: 59.4-0.0

Advice

Be reflective in peer response and the revising process (be wholehearted, sincere, and responsible) and think in terms of process as opposed to product. That is, instead of dictating an authoritative "answer" or "solution" to a peer's particular point (or lack thereof), suggest a useful question that will allow for an opportunity to think beyond the immediate example or problem or issue. Feel free to submit work prior its deadline for notes and suggestions.

Course Policies

American Disabilities Act (ADA)

Any student who, because of a disability, may require special arrangements to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in Weeks Hall or call 806-742-2405.

Academic Integrity Statement

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010].

Observances of a Religious Holy Day

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Statement of Accommodation for Pregnant Students
To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy may contact Alex Faris, the Texas Tech University designated Pregnancy and Parenting Liaison, to discuss support available through the University. The Liaison can be reached by emailing alfaris@ttu.edu. Should a student communicate with the instructor that they are pregnant or have a pregnancy related condition or may need additional resources related to pregnancy or parenting, the instructor will communicate that student's information to the Title IX Coordinator, who will work with the student and others, as needed, to ensure equal access to the University's education program or activity. For more information regarding supportive measures, please contact pregnancy & parenting liaison Alex Faris (alfaris@ttu.edu | 806.834.3420) or visit Pregnancy & Parenting. You can also submit a Pregnancy & Parenting Support Form to request assistance.

Helpful Resources Across Campus
Comprehensive Student Resource List

TTU Resources for Discrimination, Harassment, and Sexual Violence
Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are:

- TTU Student Counseling Center, 806-742-3674, depts.ttu.edu/scc (Provides confidential support on campus.)
- TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.)
- Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.)
- The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, depts.ttu.edu/rise (Provides a range of resources and support options focused on prevention education and student wellness.)
- Texas Tech Police Department, 806-742-3931, depts.ttu.edu/ttpd (To report criminal activity that occurs on or near Texas Tech campus.)

Statement about Food Insecurity
Any student who faces challenges securing their food or housing and believes this may affect their performance on the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. Raider Red's Food Pantry (located in Doak 117) supplies personal care items and a selection of nonperishable food to students. The Raider Relief Advocacy and Resource Center (RR- ARC) is a centralized hub of resources and support for students facing hardships with their basic needs. Through a comprehensive network of campus and community partnerships, we strive to alleviate the burden of financial, physical, and emotional hardships and promote the well-being and academic success of all students. Please fill out our form to get connected: depts.ttu.edu/raiderrelief.

Academic Integrity and Generative AI
To support your development and demonstration of the course learning outcomes, generative AI use in this course is permitted only as specified for each assignment. Each graded activity will identify one of four AI Use Levels, from Level 0 through Level 3. Follow the stated level, including its permitted uses, prohibited uses, and documentation requirements. Basic grammar, spelling, and punctuation features, approved assistive technologies, and approved disability accommodations are permitted unless they generate or substantially rewrite content or replace the skill being assessed. Ask before using an AI tool if you are unsure whether it is permitted. Use of generative AI outside these boundaries may be considered a violation of Texas Tech University's academic integrity policy. **Our course permits Level-2, AI-Assisted Collaboration.**