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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: FINE ARTS

Date Submitted: 10/2/2015

1b. Department/Division: Arts Administration

1c. Contact Person

Name: Rachel Shane

Email: rachel.shane@uky.edu

Phone: 859-257-7717

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year<sup>1</sup> Summer 2015

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**2a. Will this course also be offered through Distance Learning?: Yes<sup>4</sup>

2b. Prefix and Number: AAD 550

2c. Full Title: Grant Writing for Nonprofit Organizations

2d. Transcript Title: Grant Writing for Nonprofits

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** The competitive grant proposal process is the ultimate exercise in organizational capacity, yet the process itself can be elusive. In AAD 550 Grant Writing for Nonprofit Organizations, students will develop proposal writing, development and research skills. Specific topics will include writing style and format, advanced analysis of tone, institutional prospect research, program design, strategic planning, building a case for support, identifying funding sources, creating the letter of intent, evaluation, sustainability, organizational capacity, and grant writing ethics. Throughout the course, students will write a complete grant proposal for an organization of their choice.

2k. **Prerequisites, if any:**

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** Yes

If YES, enter the off campus address: Online

4. **Frequency of Course Offering:** Summer,

**Will the course be offered every year?:** No

If No, explain: This is an elective offering and will likely be offered every year, but depending on student interest, other courses may be offered instead.

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 15

7. **Anticipated Student Demand**

**Will this course serve students primarily within the degree program?:** Yes

**Will it be of interest to a significant number of students outside the degree pgm?:** No

If Yes, explain:

8. **Check the category most applicable to this course:** Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

## Distance Learning Form

Instructor Name: Rachel Shane

Instructor Email: rachel.shane@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? All Arts Administration online courses have been developed to require weekly peer-to-peer interactions via discussion, peer partnering, peer review, blogging, or other interactive assignment. Faculty and student interactions occur at multiple times during each unit through discussion, comments, feedback and assessment. The syllabus has been designed to conform to both the University Senate Syllabus Guidelines and the Distance Learning Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The experience of a DL student is fundamentally different than that of a student in a traditional classroom. Thus, the Arts Administration Program has designed its courses to meet the special needs of our student population utilizing technologies which help our students in different ways. However, this has not changed the rigor expected in the classroom. Our course goals have been developed in line with the Standards for Arts Administration Graduate Program Curricula (<http://www.artsadministration.org/standards-graduate/>) and as such are comparable to classroom-based programs in arts administration offered at other universities. In order to assess student learning outcomes, course developers and instructors utilize "authentic assessment." This form of assessment requires students to complete assignments based on real-world application of the material. In the case of this course, AAD 550: Grant Writing, students will write a real grant for an actual arts organization. As with all of our courses, students are expected to purchase and read textbooks as assigned. A complete list of all textbooks assigned in the program is available on our website (<http://finearts.uky.edu/arts-administration/ma-program/current-students>) so that students can order their books well in advance.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The implementation of "authentic assessment" is very effective at assuring academic integrity. Since most assignments are completed portfolio style students are working on long projects throughout the semester. The work goes back and forth between student and faculty for feedback and rewrites. Furthermore, since the assignments are so specific it is very difficult to find material to plagiarize. The UK Academic Integrity policy is in all of our DL syllabi.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? This course is offered as a 100% online course. Its main purpose is to serve as an elective in a 100% online MA program. However, students in the classroom-based BA in Arts Administration program may also take the course as an elective. Other students across the campus may also take the course as an elective.

If yes, which percentage, and which program(s)? 100% -- MA in Arts Administration / \*\*\*This course has already been built in its entirety and is currently being offered as a Seminar Course (AAD 540) with the subtitle: Grant Writing. The course content can quickly be moved into a permanent course number in the LMS.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The MA in Arts Administration Program provides a comprehensive week-long orientation for all new students entering the program in August. The orientation not only describes all services available to the students but also asks them to engage in specific services (e.g. library).

6. How do course requirements ensure that students make appropriate use of learning resources? The MA in Arts Administration Program provides a comprehensive week-long orientation for all new students entering the program in August. The orientation not only describes all services available to the students but also asks them to engage in specific services (e.g. library).

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The primary resource necessary for the students in Arts Administration is the library resource. Access is embedded in every course, eLearning reserves are utilized, and faculty are trained on how to assist students to who need access. Additionally, the program employs a full time Instructional Designer to assist students and faculty with course and program needs.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? All syllabi list entities available for technical help. Additionally, the program employs a full time Instructional Designer to assist students and faculty with course and program needs. Students are also required to participate in technology training prior to orientation with our Instructional Designer.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. All courses are built utilizing the approved UK LMS.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Rachel Shane

SIGNATURE|ABRZY2|Anna W Brzyski|AAD 550 NEW College Review|20141222

SIGNATURE|JMETT2|Joanie Ett-Mims|AAD 550 NEW Undergrad Council Review|20150608

SIGNATURE|ZNNIKO0|Roshan Nikou|AAD 550 NEW Graduate Council Review|20150909

SIGNATURE|JEL224|Janie S Ellis|AAD 550 NEW Senate Council Review|20150928

SIGNATURE|SOGIN|David W Sogin|AAD 550 NEW Approval Returned to College|20151023

## New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

## Attachments:

Browse...

Upload File

	ID	Attachment
Delete	4420	AAAD 550 UGC Review Checklist.docx
Delete	5460	AAAD 550 Rationale for New Course.docx
Delete	5469	AAAD 550 Grant Writing for Nonprofit Organizations

First | 1 | Last

(\* denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:  Submission Date: 10/2/2015
- b. \* Department/Division:
- c.
- \* Contact Person Name:  Email:  Phone:
- \* Responsible Faculty ID (if different from Contact):  Email:  Phone:

- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup> Summer 2015

- e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes <sup>1</sup>  No

- b. \* Prefix and Number:

- c. \* Full Title:

- d. Transcript Title (if full title is more than 40 characters):

- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory <sup>4</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

- g. \* Identify a grading system:

- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale

- h. \* Number of credits:

- i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

The competitive grant proposal process is the ultimate exercise in organizational capacity, yet the process itself can be elusive. In AAD 550 Grant Writing for Nonprofit Organizations, students will develop proposal writing, development and research skills. Specific topics will include writing style and format, advanced analysis of tone, institutional prospect research, program design, strategic planning, building a case for support, identifying funding sources, creating the letter of intent, evaluation, sustainability, organizational capacity, and grant writing ethics. Throughout the course, students will write a complete grant proposal for an organization of their choice.

## k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: Online

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: This is an elective offering and will likely be offered every year, but depending on stuc

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 15

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

## 8. \* Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement <sup>2</sup>for ANY program?  Yes  No

If YES <sup>2</sup>, list affected programs::

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	AAD 550	Date:	11/14/2014
Instructor Name:	Rachel Shane	Instructor Email:	rachel.shane@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

### Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?  
All Arts Administration online courses have been developed to require weekly peer-to-peer interactions via discussion, peer partnering, peer review, blogging, or other interactive assignment. Faculty and student
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.  
The experience of a DL student is fundamentally different than that of a student in a traditional classroom. Thus, the Arts Administration Program has designed its courses to meet the special needs of our student population
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.  
The implementation of "authentic assessment" is very effective at assuring academic integrity. Since most assignments are completed portfolio style students are working on long projects throughout the semester. The work
- Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via any of as defined above?  
This course is offered as a 100% online course. Its main purpose is to serve as an elective in a 100% online MA program. However, students in the classroom-based BA in Arts Administration program may also take the course as an  
Which percentage, and which program(s)?  
100% -- MA in Arts Administration / \*\*\*This course has already been built in its entirety and is currently being offered as a Seminar Course (AAD 540) with the subtitle: Grant Writing. The course content can quickly be moved  
\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?  
The MA in Arts Administration Program provides a comprehensive week-long orientation for all new students entering the program in August. The orientation not only describes all services available to the students but also asks

### Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?  
The MA in Arts Administration Program provides a comprehensive week-long orientation for all new students entering the program in August. The orientation not only describes all services available to the students but also asks
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  
The primary resource necessary for the students in Arts Administration is the library resource. Access is embedded in every course, eLearning reserves are utilized, and faculty are trained on how to assist students to who need

### Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?  
All syllabi list entities available for technical help. Additionally, the program employs a full time Instructional Designer to assist students and faculty with course and program needs. Students are also required to participate in
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?  
 Yes  
 No  
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.  
All courses are built utilizing the approved UK LMS.
- Does the syllabus contain all the required components, below?  Yes
  - Instructor's *virtual* office hours, if any.
  - The technological requirements for the course.
  - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
  - Procedure for resolving technical complaints.
  - Preferred method for reaching instructor, e.g. email, phone, text message.
  - Maximum timeframe for responding to student communications.
  - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: \_\_\_\_\_

Rachel Shane

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859.218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

⚠ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

⚠ The chair of the cross-listing department must sign off on the Signature Routing Log.

⚠ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⚠ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⚠ In order to change a program, a program change form must also be submitted.

Rev 8/09



**Course Policies**

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

**Committee Review (      )**

Comments

**General Course Information**

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

**Instructor Contact Information** (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

**Course Description**

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**UGE Review (      )**

- Revise Late Submissions policy to allow students with excused absences one week following absence to contact the instructor
- Grading scale should have an "E" instead of "F"
- Add graduate student grading scale (no "D")
- Any attendance policy for a DL course?
- Add midterm grading statement
- Add boilerplate Excused Absences policy

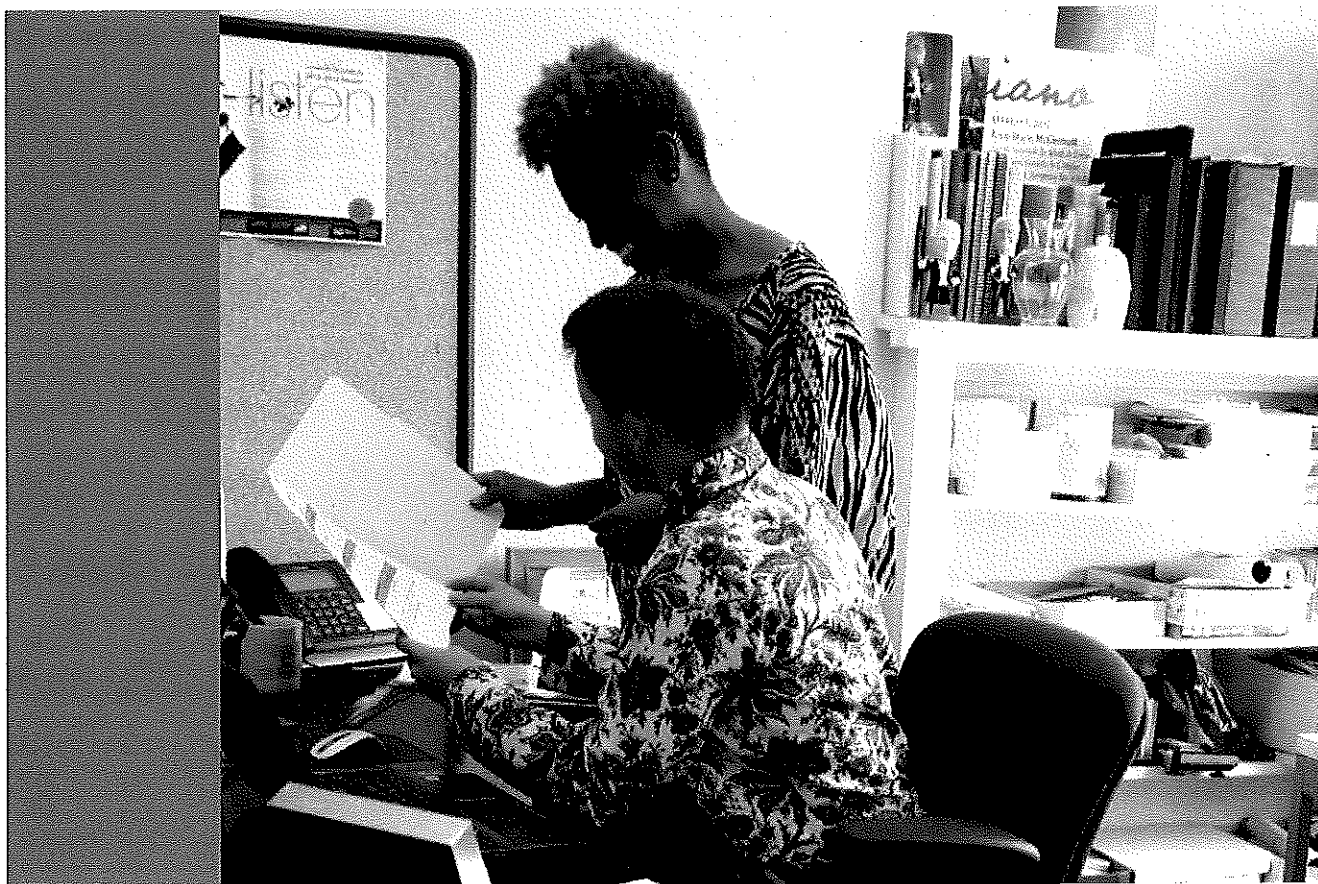
**AAD 550: Grant Writing for Nonprofit Organizations**  
**Rationale for New Course**

The proposed course, AAD 550 Grant Writing for Nonprofit Organizations, has already been developed as a fully online course under our Seminar course number AAD 540. This course has been completely developed and is being offered as an AAD 540 seminar in spring 2015. In order to make the course options clearer for our students and because we intend to offer the course on a continual basis, we would like to have the course as a standing course with its own number, course title and description.

This will be a new elective course in the MA and BA in Arts Administration as well as open to all students at the University of Kentucky as an elective offering. Because students are allowed to select any grant eligible organization and work on any actual grant proposal within the context of the course, it is a wonderful opportunity for any student who has an interest in working in the nonprofit sector regardless of cause area (e.g. art, education, health, global development, etc.).

# AAD 550: GRANT WRITING FOR NONPROFIT ORGANIZATIONS

AAD 550: Grant Writing for Nonprofit Organizations



## Instructor Information

**Instructor:** Michael Ibrahim

**Email:** [michael.ibrahim@uky.edu](mailto:michael.ibrahim@uky.edu)\*

**Telephone:** 859-257-9616

**Virtual Office Hours:** TBD

**Response Time:** Professor will respond to student emails within 48 hours.

\* Preferred method for reaching instructor.

## UK's Information Technology Customer Service Center

**Website:** <http://www.uky.edu/ukat/help>

**Telephone:** 859-218-HELP

**Email:** [218help@uky.edu](mailto:218help@uky.edu)

## Course Description

The competitive grant proposal process is the ultimate exercise in organizational capacity, yet the process itself can be elusive. In AAD 550 Grant Writing for Nonprofit Organizations, students will develop proposal writing, development and research skills. Specific topics will include writing style and format, advanced analysis of tone, institutional prospect research, program design, strategic planning, building a case for support, identifying funding sources, creating the letter of intent, evaluation, sustainability, organizational capacity, and grant writing ethics. Throughout the course, students will write a complete grant proposal for an organization of their choice.

## Student Learning Outcomes

Upon completing this course students will be able to:

- Describe the role of grant writing.
- Develop a compelling case to raise money for a nonprofit organization
- Quantitatively and qualitatively measure grant writing efforts
- Execute the basic elements required for most grant proposals: cover letters or forms, abstracts/executive summaries; table of content; and narratives incorporating problem statements, purpose statements, goals and objectives, and budgets.
- Differentiate the responsibility of the board of directors and other constituencies in raising funds and developing institutional relationships.

## Required Texts

- Cheryl A. Clarke (2009). *Storytelling for Grantseekers: The Guide to Creative Nonprofit Fundraising*. Jossey-Bass. 2nd edition.
- Ellen Karsh and Arlen Sue Fox (2014). *The Only Grant-Writing Book You'll Ever Need*. Basic Books, Perseus Books Group. 4th edition.

## Recommended Texts

- *The Foundation Center's Guide to Proposal Writing, 5<sup>th</sup> edition* by Jane C. Geever, published by the Foundation Center.

## Course Schedule

### Unit 1: Introduction to Grant Writing and its Role in Nonprofit Organizations

#### Unit Outcomes:

- Identify funder's needs and values
- Summarize the importance of institutional advancement within nonprofit organizations
- Analyze and assess the role of nonprofit leadership (staff, board and volunteer) in grantwriting

**Readings:**

- *The Only Grant-Writing Book You'll Ever Need*, Chapters 1-2

**Tasks/Assignments Due:**

- Discussion: Grantwriting Experience, Question and Goals

**Unit 2: Philanthropy, Funding Sources and the Complete Fundraising Strategy**

**Unit Outcomes:**

- Summarize the history of philanthropy in the United States
- Describe institutional advancement role in the complete fundraising strategy
- Define philanthropy
- Identify sources of institutional support

**Readings:**

- *The Only Grant-Writing Book You'll Ever Need*, Chapter 5
- Maxwell, James A. History of Grants. National Bureau of Economic Research. 1952.

**Tasks/Assignments Due:**

- Discussion: Current Events in Grant Writing

**Unit 3: Strategic Planning**

**Unit Outcomes:**

- Analyze and identify organizational goals as they relate to grantwriting
- Analyze and identify organizational objectives as they relate to grantwriting
- Identify stakeholders in the development planning process
- Review activity planning schedules

**Readings:**

- *Storytelling for Grantseekers*, Chapter 6
- *The Only Grant-Writing Book You'll Ever Need*, Chapter 8

**Tasks/Assignments Due:**

- Discussion: Organization Identification and Basic Background Profiles

## Unit 4: The Case for Support

### Unit Outcomes:

- Analyze a case resource file
- Identify stakeholders in case development
- Use data and statistical information to strengthen the case
- Use a storytelling design to create the case for support
- Utilize empathy tools in create the case
- Identify key elements of the case statement

### Readings:

- *Storytelling for Grantseekers*, Chapter 5
- *The Only Grant-Writing Book You'll Ever Need*, Chapter 7

### Tasks/Assignments Due:

- Assignment 1: Case Resource File
- Peer Partner Review: The Case Resource File

## Unit 5: Program Design

### Unit Outcomes:

- Identify a program within a nonprofit organization that will be the focus of the final grant
- Design and identify necessary resources for the program to be successful
- Design and identify the project timeline
- Identify shared mission alignment between the organization and the program
- Identify and design the program's goals and objectives, matching the organization's overall goals and objectives
- Identify personnel and staffing needs, requirements, positions and skill sets for the program to be successful

### Readings:

- *The Only Grant-Writing Book You'll Ever Need*, Chapter 9
- Foundation Center. [Launching a Nonprofit: Effective Program Development](#). YouTube. June 2012.

### Tasks/Assignments Due:

- Assignment 2A: Program Design
- Peer Partner Review: Program Design

## Unit 6: Financial Review and Budget Design

### Unit Outcomes:

- Utilize fundraising terminology, including unrestricted, temporarily restricted and permanently restricted gifts
- Utilize fundraising budgets as a management, programming and financial planning tool
- Review activity planning schedules
- Identify stakeholders in the development planning process
- Match program design goals and objectives with financial need
- Identify and design the program's budget, including income and expenses

### Readings:

- *Storytelling for Grantseekers*, Chapter 8
- *The Only Grant-Writing Book You'll Ever Need*, Chapter 3 & 12

### Tasks/Assignments Due:

- Assignment 2 : Program Design with Budget
- Peer Partner Review: Program Budget

## Unit 7: The Different Types of Grants

### Unit Outcomes:

- Identify the differences between independent, corporate, operating and public foundations
- Identify the differences between general support, program, capital and challenge grants
- Explain the legal requirements for foundations
- Explain the different ways government funds are distributed
- Explain why the government awards grants
- Identify direct and indirect sources of government support

### Readings:

- *Storytelling for Grantseekers*, Chapter 1
- *The Only Grant-Writing Book You'll Ever Need*, Chapter 4

### Tasks/Assignments Due:

- Discussion: Basic Grant Research



## Unit 8: Institutional Prospect Research

### Unit Outcomes:

- Identify appropriate institutional funders for nonprofit organizations
- Utilize the Four Filters Plus One methodology
- Contacting and cultivating potential funders
- Utilize online prospect research to determine institutional funders
- Describe various ways to conduct formal and informal prospect research

### Readings:

- *Storytelling for Grantseekers*, Chapter 2
- *The Only Grant-Writing Book You'll Ever Need*, Chapter 10

### Tasks/Assignments Due:

- Assignment 3: Prospect Research
- Peer Partner Review: Prospect Research

## Unit 9: The Letter of Intent

### Unit Outcomes:

- Create the letter of intent
- Describe elements of a strong letter of intent
- Utilize a case resource file and case for support in creating a letter of intent
- Explain the role of the letter of intent in the grant proposal process
- Utilize storytelling techniques in creating the letter of intent, including heroes (nonprofit and leaders), conflicts (challenges) and inspiration (the vision/mission of the organization)

### Readings:

- *Storytelling for Grantseekers*, Chapter 3
- *The Only Grant-Writing Book You'll Ever Need*, Chapter 6

### Tasks/Assignments Due:

- Assignment 4: The Letter of Intent
- Peer Partner Review: The Letter of Intent

## Unit 10: The Storytelling Style of Proposal Writing

### Unit Outcomes:

- Utilize expanded storytelling techniques in creating the grant proposal
- Create a grant narrative in a storytelling style
- Create the need in a storytelling style
- Create the program's goals and objectives in a storytelling style
- Create the program's evaluation plan and future funding considerations in a storytelling style

### Readings:

- *Storytelling for Grantseekers*, Chapters 4, 9 & 12
- Nigri, Rita T. Grant #1: Yale University Yale University School of Medicine. April 2007.
- Friedman, Adam. Grant #2: New York Industrial Retention Network New York Industrial Retention Network. November 2006.
- Fillinger, Judy. Grant #3: Larchmere PorchFest Larchmere Community Association. February 2012.
- Doyle, Jack. Grant #4: New Settlement Apartments New Settlement Apartments. June 2007.

### Tasks/Assignments Due:

- Discussion: Group Analysis: The Storytelling Lens

## Unit 11: Packaging the Proposal

### Unit Outcomes:

- Explain best practices in formatting, designing and submitting online grant applications
- Explain best practices in printing, formatting and delivering written grant applications
- Identify elements of a good cover letter
- Utilize attachments and other support documents in the completed proposal

### Readings:

- *Storytelling for Grantseekers*, Chapter 10
- *The Only Grant-Writing Book You'll Ever Need*, Chapter 15
- Out Of Hand Theater. Grant Application to the Metropolitan Atlanta Arts Fund 2006.
- Foundation Center. Video: What Makes a Proposal Stand Out from Others? The Foundation Center YouTube. December 2011.
- Foundation Center. Video: What are Potential Red Flags When Reviewing Proposals? The Foundation Center YouTube. December 2011.

- Foundation Center. [Video: Common Proposal Mistakes, The Foundation Center YouTube](#). December 2011.
- Foundation Center. [Video: First Time Funders, The Foundation Center YouTube](#). December 2011.

### Tasks/Assignments Due:

- Discussion: The Cover Letter

### Unit 12: Evaluation

#### Unit Outcomes:

- Utilize the Logic Model as a plan for evaluation
- Describe the advantages of evaluation planning in internal and external analyses
- Explain the dynamics between organizational inputs, activities, outputs and outcomes
- Identify necessary measures of organizational outcomes that must be in place to conduct evaluations
- Identify the elements of a good Logic Model Statement
- Create a communications plan for foundations

#### Readings:

- *The Only Grant-Writing Book You'll Ever Need*, Chapter 11
- *Storytelling for Grantseekers*, Chapter 7
- WK Kellogg Foundation. [Logic Model Development Guide](#) January 2004.
- Petersen, Anne C. [Evaluation Handbook](#) WK Kellogg Foundation. January 1998.
- The Knight Foundation. [Impact: A Practical Guide to Evaluating Community Information Projects](#) February 2011.
- Foundation Center. [Video: Outcome Thinking and Management: Why Outcomes Matter, The Foundation Center YouTube](#). November 2012.

### Tasks/Assignments Due:

- Peer Partner Review: Evaluation Plan

### Unit 13: Sustainability

#### Unit Outcomes:

- Create a grant sustainability plan
- Identify future funding sources
- Utilize evaluation plans to identify sustainability benchmarks

**Readings:**

- *The Only Grant-Writing Book You'll Ever Need*, Chapter 13
- The Cornerstone Consulting Group. End Games: The Challenge of Sustainability Annie E. Casey Foundation. April 2002.
- The Foundation Center. Video: Adaptability: The Key to Long-term Nonprofit Sustainability YouTube. October 2012.

**Tasks/Assignments Due:**

- Peer Partner Review: Sustainability Plan

**Unit 14: Organizational Capacity for Grantwriting****Unit Outcomes:**

- Identify key leadership within the organization for a successful program
- Identify tools and credentials that increase program and organizational credibility
- Utilize internal and external resources to build capacity

**Readings:**

- *The Only Grant-Writing Book You'll Ever Need*, Chapter 14
- Marguerite Casey Foundation. Effective Capacity Building in Nonprofit Organizations. Organizational Capacity Assessment Tool 2001.

**Tasks/Assignments Due:**

- Peer Partner Review: Organizational Capacity

**Unit 15: Life After the Proposal****Unit Outcomes:**

- After completing this unit, students will be able to:
- Identify standards of fundraising ethics including professional obligations, solicitation and use of philanthropic funds, presentation of information and compensation
- Analyze common ethic violations in fundraising
- Describe the ethical differences of incentives and commissions
- Reflect on knowledge and skills gained in the course

**Readings:**

- *The Only Grant-Writing Book You'll Ever Need*, Chapters 16-17
- *Storytelling for Grantseekers*, Chapter 11
- The Foundation Center. Video: When Organizations are Turned Down YouTube. December 2011.

**Tasks/Assignments Due:**

- Assignment 5: Grant Presentation
- Peer Partner Review: Funder Communication Plan

**Unit 16: Ethics and Course Review**

**Unit Outcomes:**

- Extrapolate the relevance of the throughline of the course to personal goals and aspirations
- Design future tactics to be taken advantage of to further specific career paths

**Readings:**

- Association of Fundraising Professionals. Code of Ethical Principles and Standards of Professional Practice January 2005.

**Tasks/Assignments Due:**

- Assignment: Final Grant Proposal
- Discussion #1: Ethics Violations in Fundraising
- Discussion #2: Course Reflection

## Grading Information

Each student's overall course grade will be computed according to the following breakdown:

Assignment	Undergraduate	Graduate
<b>Assignment 1: Case Resource File:</b> Organizational mission, goals, objectives, programs and services, finances, governance, staffing, service delivery, planning and evaluation, and history (unit 4).	10	5
<b>Assignment 2: Program Design:</b> Program budget, description, goals, objectives, personnel, resources and timeline (unit 6).	10	5
<b>Assignment 3: Prospect Research:</b> Grantmaker, contact information, budget, mission, funding area, fields of interest, types of support, financial data, background information, funding cycle, foundation history, similar past grant recipients and foundation choice narrative (unit 8).	10	10
<b>Assignment 4: Letter of Intent:</b> Introduction, organization description, statement of need, methodology, and final summary (unit 9).	10	10
<b>Assignment 5: Grant Presentation</b> (unit 15)	10	10
Final Grant (unit 16)	30	40
Discussion/Peer partner reviews	20	20
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

## Course Policies and Procedures

The Course Policies and Procedures described below apply to all courses in the MA in Arts Administration program.

### Submissions

All assignments should be submitted via Blackboard following the instructions provided on the unit's assignment sheet. All assignments must be submitted by **11:59 pm EST/EDT US** in order for it to be considered on time.

Assignments should be labeled for digital submission as follows:

*lastname\_firstinitial\_unitnumber\_assignment.ext*

For example, Jane Smith's assignment for a Unit 1 assignment called 'essay' would be:

*Smith J u1 Essay.doc*

Text-based documents should be submitted as a Word document using the .doc or .docx extension. Follow the specific formatting instructions in the assignment sheet for other types of submissions.

### Late Submissions

Assignments that are submitted anytime after **11:59 pm EST/EDT US** due date are considered late.

There is a 10-point deduction for each day an assignment is late. Assignments that are seven or more days late will receive a grade of "0".

Number of Days Late	Late Penalty	Highest Grade Possible
1	-10	90%
2	-20	80%
3	-30	70%
4	-40	60%
5	-50	50%
6	-60	40%
7 or more days late	0	0%

Students with an excused absence may submit work late without penalty within 7 days.

## Grading Explanation

### **Letter Grade: A**

*Range: 90 to 100 percent*

*Characterization: Excellent*

#### **Explanation:**

Student demonstrates a full understanding of the subject matter, exemplary critical and creative thinking, strong comprehension of concepts presented in literature and previous work in the subject area, and highly developed communication and presentation skills. The work is of outstanding quality according to the criteria established for graduate level evaluation

### **Letter Grade: B**

*Range: 80 to 89 percent*

*Characterization: Good*

#### **Explanation:**

Student demonstrates above average comprehension of the subject matter, above average critical and creative thinking, familiarity with concepts presented in literature and previous work in the subject area, and above average communication and presentation skills. The work is of passing quality according to graduate level evaluation criteria.

### **Letter Grade: C**

*Range: 70 to 79 percent*

*Characterization: Average*

#### **Explanation:**

Student demonstrates average comprehension of the subject matter, average critical and creative thinking, familiarity with basic concepts found in literature and previous work in the subject area, and average communication and presentation skills. The work is of passing quality according to graduate level evaluation criteria.

### **Letter Grade: D (undergraduate students only)**

*Range: 60 to 69 percent*

*Characterization: Poor*

#### **Explanation:**

Student demonstrates minimal understanding of the subject matter, poorly developed communication skills, inability to apply subject matter understanding in other contexts, and little evidence of critical or creative thinking. The work is unsatisfactory and is considered as failing the graduate level evaluation criteria.



**Letter Grade: E***Range: 0 to 69 percent (graduate students)**Range: 0 to 59 percent (undergraduate students)**Characterization: Failing***Explanation:**

The student shows inadequate understanding of subject matter, fails to complete course requirements, shows no demonstration of critical or creative thinking, and has very poor communication skills. The work is clearly of unacceptable quality according to the evaluation criteria.

**Grading**

Student grades, including midterm grades, may be viewed at anytime within the learning management system. For undergraduate students, midterm grades will also be submitted to the Registrar's Office.

**Attendance**

As with any course, students are expected to participate in all instructional activities. Online courses are no different from classroom courses in this regard. Student "attendance" in online courses will be defined as active participation in the course as described in the individual course syllabus including but not limited to: student tracking records; participating in discussions and group interactions; submission/completion of assignments; and communication with the instructor.

Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the UK's current attendance policy.

**Excused Absences**

Students will need to notify the professor in writing of absences prior to class. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes (8 times) scheduled for the semester are missed (excused or unexcused) per university policy.

## Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

## Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>

A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs?Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thoughts, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of

someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

PLEASE NOTE: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

## Decorum and Civility

Free discussion, inquiry and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Criticism should be constructive, well-meaning and well-articulated. Please, no tantrums, rants or profanity.

## Accommodations

If you have a documented disability that requires academic accommodations, please meet with your instructor as soon as possible during scheduled office hours or by appointment. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859.257.2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## Technical Requirements

### Hardware

Minimum suggested computer hardware:

- Processor: dual Core 1.3 Ghz or higher
- RAM: 4 GB or more preferred (minimum 2 GB)
- Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
- Operating system: Most recent version for your hardware (for example, Mac OS 10.8 or Windows 7)
- Keyboard
- Mouse (or equivalent)
- Webcam (some laptops come with an integrated webcam and will not require an external device)

External Devices:

- Printer (doesn't matter if it is color or black/white)
- Scanner for documents and images
- Headphones or headset with microphone
- Digital Camera
- Other helpful options: DVD/CD drive/burner, external hard drive (for data backup/extra storage), and laptop security cable

Minimum suggested laptop computer hardware:

- Microphone (sometimes is integrated with the webcam or with a headset)

Optional:

- Mobile Device (iPhone, iPad, Android)

<http://www.uky.edu/ukit/hardwareguide>

### Software

Software (required)

- Up to date virus software
- PDF reader, Adobe Acrobat Reader
- Microsoft Office (Excel, Word, PowerPoint)
- (available free through <https://download.uky.edu/>)
- Google Drive installed on computer
- Latest version of Firefox Internet Browsing software (mozilla.org)
- Adobe Flash Installed

Provided by the University of Kentucky

- Adobe CS6 (will be available when class begins)
- Microsoft Office Suite (Word, Excel, PowerPoint)

### Web browser

Internet Browser (required)

- Firefox 3.5 (Cookies must be enabled; Pop-Blocker must be disabled)

Internet Browser (optional)

- Google Chrome (Cookies must be enabled; Pop-Blocker must be disabled)

### Internet

Internet Connection (required)

- DSL, cable, or any high-speed internet connection

### Resources

Downloadable Applications (required)

- Java
- JavaScript
- Flash

#### Download University Software

- <https://download.uky.edu/>

#### Additional Resources

##### Check Your Computer

- <http://www.uky.edu/ukit/hardwareguide>

##### Technical Requirements:

- <http://www.uky.edu/DistanceLearning/future/resources/techReqs.html>

## Procedure for Resolving Technical Complaints

Students should contact the University of Kentucky Help Desk with technical complaints.

**Email:** [218help@uky.edu](mailto:218help@uky.edu)

#### **Information to include:**

- Course Name and Number
- Unit Number
- Assignment number
- Description of the problem

*\*Make sure to copy the course Instructor and Ben Sheridan, Instructional Designer, on the email.*

## Contact Information

### Program contacts

Arts Administration Program  
[artsadministration@uky.edu](mailto:artsadministration@uky.edu)  
859.257.9616

Program Director  
Rachel Shane, Ph.D.  
[rachel.shane@uky.edu](mailto:rachel.shane@uky.edu)  
859.257.7717

Director of Graduate Studies  
Geraldine Maschio, Ph.D.  
[gmasc1@email.uky.edu](mailto:gmasc1@email.uky.edu)  
859.257.8201

Instructional Designer  
Ben Sheridan  
[mr.ben@uky.edu](mailto:mr.ben@uky.edu)  
859.218.1347

### IT Support

Information Technology Customer Service Center & TASC

UKIT (<http://www.uky.edu/ukat/help>) provides technical support to University of Kentucky students. If students are having difficulty with UK-related systems, call 859-218-4357.

TASC/DL/index.php) provides Blackboard technical support for UK Distance Learning students. If students are having difficulty with Blackboard, call 859-218-4357.

Other Technical Complaints If students are having difficulty with their own computer or software, they will be responsible for resolving these as soon as possible

## Distance Learning Library Services

The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through the Distance Learning Programs. Services include:

- Access to the University's circulating collections
- Document Delivery & Interlibrary Loan
- Research Assistance
- Information on Distance Learning Library Services: <http://www.uky.edu/Libraries/DLLS>

### DL Librarian

Carla Cantagallo

Local phone number: 859 257-0500, x2171

Toll-free phone number: 800 828-0439, option 6

Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)

DL Interlibrary Loan Service:

[http://libraries.uky.edu/page.php?lweb\\_id=253](http://libraries.uky.edu/page.php?lweb_id=253)

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