

REQUEST FOR NEW COURSE

1. General Information.				
a.	Submitted by the College of: <u>Fine Arts</u>	Today's Date:	<u>08/15/2011</u>	
b.	Department/Division: <u>Arts Administration Program</u>			
c.	Contact person name: <u>Michael Braun</u>	Email: <u>Michael.Braun@uky.edu</u>	Phone:	<u>257 4142</u>
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval OR <input type="checkbox"/> Specific Term/Year ¹ : _____			
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: <u>AAD 640</u>			
b.	Full Title: <u>Principles of Fundraising</u>			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	<u>3</u> Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail			
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours: _____		
	If YES:	Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
i.	Course Description for Bulletin:	<p><u>Most nonprofit organizations earn more than half of their annual revenue from fundraising activities, involving contributions from businesses, foundations, government and individuals. This course will examine how each of these entities are identified, contacted, courted, asked and ultimately convinced to contribute. Students will learn practical fundraising techniques such as how to identify government and foundation granting programs, how to write successful grants to those programs, how to identify potential individual donors and solicit their contributions, and how to identify and carry out special events that lead to contributions from a variety of donors. The philosophies and theories that underlie the concept of charitable giving will also be examined, as will the ethical considerations inherent in the fundraising process.</u></p>		
j.	Prerequisites, if any: _____			

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ 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. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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k. Will this course also be offered through Distance Learning?	YES ⁴ <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
l. Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
3. Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Frequency of Course Offering.		
a. Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring <input type="checkbox"/> Summer
b. Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If NO, explain: _____		
5. Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If NO, explain: _____		
6. What enrollment (per section per semester) may reasonably be expected?	<u>30</u>	
7. Anticipated Student Demand.		
a. Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
b. Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain: _____		
8. Check the category most applicable to this course:		
<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established		
<input type="checkbox"/> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If YES, name the proposed new program: <u>Masters Degree in Arts Administration</u>		
b. Will this course be a new requirement ⁵ for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If YES ⁵ , list affected programs: <u>Masters Degree in Arts Administration</u>		
10. Information to be Placed on Syllabus.		
a. Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>)		
b. <input checked="" type="checkbox"/> 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.		

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: AAD 640

Proposal Contact Person Name: Michael Braun Phone: 257 Email:
4142 Michael.Braun@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Arts Administration Faculty	08/15/2011	Michael Braun / 257 4142 / Michael.Braun@uky.edu	
College of Fine Arts Curriculum Committee	08/22/2011	Geri Maschio / 859.257.1707 / g.maschio@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

AAD 640 PRINCIPLES OF FUNDRAISING

Syllabus

Instructor: Name

Email: Email Address

Phone: Telephone Number

Office Location: Adobe Connect Link

Office Hours: Mondays / Wednesdays / Fridays, 11 am to 12 pm, EST and by appointment

Notes: The instructor will be available on Adobe Connect during the office hours listed above. You may also contact the instructor by phone during office hours. Outside of office hours, please contact the instructor by email only. The instructor will answer emails within 24 hours of receiving them.

Tutorials and resources to help you with Adobe Connect are available here

<http://www.uky.edu/DistanceLearning/online/adobe.php>

Course Description

Most nonprofit organizations earn more than half of their annual revenue from fundraising activities, involving contributions from businesses, foundations, government and individuals. This course will examine how each of these entities are identified, contacted, courted, asked and ultimately convinced to contribute. Students will learn practical fundraising techniques such as how to identify government and foundation granting programs, how to write successful grants to those programs, how to identify potential individual donors and solicit their contributions, and how to identify and carry out special events that lead to contributions from a variety of donors. The philosophies and theories that underlie the concept of charitable giving will also be examined, as will the ethical considerations inherent in the fundraising process.

Student Learning Outcomes

Upon completing this course students will be able to:

- Identify likely sources of government and foundation grant support for activities carried out by specific nonprofit organizations.
- Write grant applications that can successfully compete for government and foundation support.
- Identify individuals who are likely to support the activities of specific nonprofit organizations.
- Manage successful fundraising processes that lead to both small and large individual donors contributing to identified nonprofit organizations.
- Identify and carry out successful fundraising events that lead a variety of donors to contribute to specific nonprofit organizations.

Course Expectations

To successfully complete this course, students will need to do the following:

- Execute all the points of instruction within each Unit
- Complete and submit all projects on time
- Complete and submit all exercises on time
- Actively participate in all discussions
- Students should expect to spend 6-8 hours working through each Unit

Course Materials

Selections from the following textbooks are required. Other class materials, such as articles, videos and web site links will be posted in the appropriate units on Blackboard.

- Principles of Fundraising: Theory and Practice by Wesley E. Lindahl, Jones and Bartlet Publishers, 2009 Paperback, 279 pages, ISBN 978-0-7637-5914-8
- Guide to Getting Arts Grants by Ellen Liberatori, Allworth Press, 2006 Paperback, 257 pages, ISBN 978-1-58115-456-6
- How to Write Successful Fundraising Letters by Mal Warwick, Jossey-Bass Publishers, 2008 Paperback, 301 Pages, ISBN 978-0-7879-9908-7
- The Complete Guide to Special Event Planning by Shannon Kilkenny, Atlantic Publishing Group, 2006 Paperback, 309 pages, ISBN 978-0-910627-92-4

Technical Requirements

This course is conducted and delivered entirely online. Students taking the course must have access to the following hardware and software, which is available on all computers in UK's computer labs. Students without access to UK's computer labs must gain access to this software and hardware through other means.

Hardware

- Computer
- Video-camera, such as an "eyeball" camera or your computer's built-in camera
- Headset/microphone

Software

- PDF reader, such as [Adobe Acrobat Reader](#)
- Microsoft Office (Excel, Word, PowerPoint - available free through UK) <https://download.uky.edu/>
- Windows Media Player, available at <http://windows.microsoft.com/en-US/windows/products/windows-media-player> or Apple Quick Time, available at: <http://www.apple.com/quicktime/download/>

Internet Browser

- [Firefox 3.5](#) or higher

Internet Connection

- DSL, cable, or any high-speed connection

Apps

- [Java](#)
- JavaScript
- [Flash](#)

Assignment Descriptions

Projects

- Write a paper analyzing a specific governmental granting program, a set of applications to that program, the process used to review the applications, and the resulting awards.
- Write a paper describing a project to be carried out by a nonprofit organization. Then identify five foundations that might support the project and write a grant proposal to the foundation that appears to be the best fit.
- Prepare a brochure describing the project in the previous bullet and then write two letters asking for donations from individuals in support of it. One letter should solicit individuals capable of only small donations, and the other letter should solicit individuals capable of large donations.

- Write a paper describing an organization’s signature special event, and develop the invitation to that event.

Exercises

You will be required to complete several exercises designed to demonstrate that you have completed the unit requirements and assigned readings, and that you comprehend the material. You will be allowed to submit only one draft of the exercises. Exercises will be graded and returned within one week of their submission.

Discussions

Each week will include discussion topics posted on the readings. You will be required to log into the discussion board, and respond to the topics with your own thoughts, as well as to the thoughts on the topics of your fellow students. Your discussion postings should be courteous, thoughtful, and carefully written. Furthermore, discussions will offer the opportunity to provide and receive peer feedback on projects you are working on or have completed. Your discussion participation will be graded three times throughout the semester.

Submitting Assignments

Students will complete one unit per week. All research papers, exercises and discussions must be submitted through Blackboard by no later than 11:59pm EST on the day they are due. All due dates are posted in Blackboard in the Assignment and Discussion sections, as well as this Syllabus, under the Course Schedule.

Late Work Policy

Ten points will be deducted immediately if an assignment is late, that is, if it is submitted after 11:59pm EST on the date that it is due. Ten additional points will be deducted from the final score for every 24-hour period that the project is late after the submission date.

Assignment Weight

Assignment	Weight
Discussion Participation	20%
Exercises	20%
Government Granting Program Assignment	15%
Project/Foundations Assignment	15%
Letters of Support Assignment	15%
Special Event Assignment	15%
TOTAL	100%

Grade Descriptions

Grade: A / 90%-100%

Characterization: Excellent

Explanation: The student demonstrates a thorough grasp of established concepts, as well being original and creative. Their work is well researched, organized and presented in a succinct, clear and interesting manner. Additionally, it is technically superior, error free and demonstrates a strong design sense. All exercises are submitted in a timely and professional manner, and meet the assignment’s defined goals. The student regularly engages in discussions by bringing ideas and questions to the table, as well as adding thoughtful commentary to established conversations.

Grade: B / 80%-89%

Characterization: Good

Explanation: The student demonstrates a good grasp of established concepts and is occasionally original and creative. Their work is competently researched, organized and presented in a succinct and clear manner. Additionally, it is technically done well, containing few errors and possessing a solid sense of design. The great majority of exercises are submitted in a timely and manner and meet the assignment's defined goals. The student often times engages in discussions by adding commentary to established conversations.

Grade: C / 70%-79%

Characterization: Average

Explanation: The student demonstrates a grasp of most established concepts, but is rarely original and creative. Their work is adequately researched, organized and presented in a reasonable manner. Additionally, it is technically acceptable, containing some errors and possessing a rudimentary sense of design. Most exercises are submitted in a timely and manner, and meet the assignment's defined goals. The student engages in most discussions by adding commentary to the established conversations.

Grade: E / Below 60%

Characterization: Failing

Explanation: Student fails to complete projects and exercises and does not engage in discussions.

Range: Below 60 percent

Course outline

Unit Number	Classroom Activity	Assignments Due
1	The Philosophy of Fundraising; Institution Building and Leadership	
2	Designing and Organizing Projects	Exercise #1
3	Finding Funders	
4	Federal Sources	Exercise #2
5	State Arts Agencies	
6	Local Arts Agencies	
7	Completing the Application and Review Process	Government Grant Application
8	Researching Foundations	Exercise #3
9	Writing Foundation Applications	
10	Identifying and Appealing to Small Individual Donors	Foundation Grant Application
11	Identifying and Appealing to Large Individual Donors	
12	Fundraising Ethics	Exercise #4
13	Creating Special Events	Donor Letters and Support Materials
14	Event Preparation: Budgeting, Recruiting Volunteers, Networking in Community, Hiring Contractors.	

15	Selling the Event	
16	Execution and Follow-up	Special Event

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: 859 257-0500, x2171

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

dlservice@email.uky.edu

DL Interlibrary Loan Service:

http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Information Technology Customer Service Center & Distance Learning Programs

UKIT <http://www.uky.edu/UKIT/> provides technical support to University of Kentucky students. If students are having difficulty with UK-related systems, call 859-257-1300

Distance Learning Programs <http://www.uky.edu/DistanceLearning/> or call (859) 257-3377 or email distancelearn@lsv.uky.edu

Other Technical Complaints

If the student is having difficulty with their own computer or software, they will be responsible for resolving these as soon as possible.

Additional Resources

- Check Your Computer ... a quick test to see what browser version you are using, whether or not you have Java and JavaScript enabled, your version of Flash player, and several other items
- Blackboard System Requirements ... Operating System and Browser requirements for Blackboard
- Blackboard Hardware and Software ... detailed specs on what hardware and software is required for Blackboard
- Blackboard Known Issues and Problems ... check here to review current Blackboard issues that are being worked on.
- Speed Test ... use this site to check what download speed you are getting. For videos to play, you need at least a 1 Mbps download speed. If higher, you will have less possibility of the videos having to stop and wait for more of the video to download.

Discussion Board

Please follow these guidelines when posting to the discussion boards:

- When posting a question, start a new thread.
- When creating a post, include a detailed subject line so other readers know what the post is about, rather than "Have you heard?" or "Read this!"

- Please reply to the appropriate topic - pay special attention to which topic you are replying. If I see that a topic is out of sequence, I may ask you to remove it and re-post to make it easier for the rest of us to follow this discussion.
- In the subject line, post your response so that it makes it easier to follow a train of thought. Add information in the subject line about what your reply includes, thus cuing in the other readers. For example, instead of "reply to ..." re-name your reply "I agree but..."
- Please follow general etiquette rules when posting. For example, do not use all caps (that is considered SHOUTING).
- Check your spelling, punctuation, and grammar when posting.

Academic Honesty

The purpose of the Student Code of Conduct is to provide guidelines for the educational environment at the University of Kentucky. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the University are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. You can find this Code of Conduct available at <http://www.uky.edu/StudentAffairs/Code/index.html>

Plagiarism & Cheating

Plagiarism consists of using another person's work or ideas without giving them credit. Cheating involves such things as copying from another person's work or having another person complete an assignment for you. If you engage in either of these, you will receive an automatic "E" for the course.

Withdrawal Policy

It is your responsibility to drop a course or withdraw from the college. Failure to do so will result in receiving an "E".

Diversity

The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

ADA Services

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a letter detailing the recommended accommodations. Contact the [Disability Resource Center](#) Director, Jake Karnes, at 859-257-2754 or at jkarnes@email.uky.edu. The Center is located in the Alumni Gym, Room 2, at the corner of Avenue of Champions and South Limestone Street (next to the Student Center and across South Limestone Street from Kennedy Bookstore).

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal 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 are not in 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 below 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 640	Date:	August 15, 2011
Instructor Name:	Rachel Shane	Instructor Email:	rachel.shane@uky.edu
Check the method below that best reflects how the majority of course 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	
1.	<p>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?</p> <p>Engaged interaction between students and faculty are built into the curriculum. There are submission and discussion requirements for every module. The instructor is required to be available for virtual 'office hours' 3 days a week for an hour, at a set time, to take questions. The instructor is required to answer emails from students within 24 hours of receiving them.</p> <p>The syllabus meets all requirements of the UK Senate Syllabus Guidelines and its Distance Learning Considerations.</p>
2.	<p>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.</p> <p>This course directly mirrors the quality of the classroom experience, while embracing the advantages of distance learning. The course matches traditional versions of this class in all ways:</p> <ul style="list-style-type: none"> - The course description, learning outcomes and expectations - The content and schedule of assignments and exercises - The draft, review, and final product workflow for creating final projects - The grading assessment, as in the classroom, is determined both by the quality of student work and student participation and engagement throughout the semester <p>By offering this class in a Distance Learning environment, there will be areas in which the student's experience will exceed that of the classroom, including, but not limited to, offering flexibility for various schedules, life circumstances, and learning styles.</p>
3.	<p>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.</p> <p>Written work will be read closely for evidence of plagiarism and appropriate tools will be used to check for this (e.g., SafeAssign). Quizzes and exams will be given via Blackboard and myUK, which require secure password authentication. All exams will consist of random ordering of questions in a category and random ordering of</p>

	answers for questions, helping to prevent copying from one computer to another. Quizzes and exams will be open book, and timed, to assure that all students have the same opportunities for success.
4.	<p>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?</p> <p>Yes.</p> <p>If yes, which percentage, and which program(s)?</p> <p>*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 will be six months from the date of approval.</p>
5.	<p>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?</p> <p>Distance Learning Students have access to the Distance Learning Library, and access to UKIT as outlined on the syllabus. Students have access to the instructor through live 'office hours' three days a week, and the instructor will answer emails within 24 hours of receiving them.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>There are 16 units in this course, all of which require extensive readings of books, articles and online resources, followed by discussions of those materials. Students are expected to utilize the learning resources in the completion of assignments and projects.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>The hardware and software required to complete this course are widely available, are spelled out in the course syllabus and are available in the University of Kentucky computer labs. Students without access to the University of Kentucky will be required to have access to this hardware and software thorough other avenues.</p>
<i>Student Services</i>	
8.	<p>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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Contact information for the Information Technology Customer Service Center is in the syllabus for this course.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>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.</p>

10.	<p>Does the syllabus contain all the required components, below? X Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> o "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 me with a Letter of Accommodation, which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: <ul style="list-style-type: none"> http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Rachel Shane Instructor Signature:</p>