

# AAD 610: Financial Management for Arts Organizations



## Instructor Information

**Instructor:** Dr. Yuha Jung

**Email:** [yuha.jung@uky.edu](mailto:yuha.jung@uky.edu)\*

**Telephone:** 859-218-3737

**Virtual Office Hours:** Mondays 4pm to 5pm EST US

**Response Time:** Professor will respond to student emails within 24 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

Financial management is a central function of successful arts management. It is the foundation in which human, physical and financial resources are maintained and monitored. In the nonprofit sector, the relationship of “mission to money” is a key conceptual framework that must be understood by arts managers. Arts managers are the source of financial information to both internal and external stakeholders and successful financial analysis is essential for sound strategic planning and governance. This course guides students through key topics of financial management including accounting practices, interpreting financial statements, creating mission-driven budgets, analyzing cash-flow, developing cost-benefit analyses and managing investments.

## Course Outcomes

Upon completing this course students will be able to:

- Explain the role of financial accounting in budgeting and revenue generation
- Demonstrate the ability to perform accounting functions
- Explain how to develop systems to monitor and control financial activity
- Evaluate accounting and financial management problems in case studies and situational analyses
- Read and interpret the 990 tax form, Statement of Position, Statement of Activities, Cash Flow Statement and accompanying notes for actual arts organizations
- Create a mission-based operational budget for an arts organization utilizing sound budgeting techniques including budget research and reasonability calculations
- Develop a cost-benefit analysis that takes into consideration both direct and indirect financial elements for an arts organization
- Explain the role of an endowment and best practices for management investment accounts
- Utilize spreadsheet functions including formatting worksheets, creating formulas and utilizing program features

## Required Texts

Blazek, Jody. [\*Nonprofit Financial Planning Made Easy\*](#). John Wiley & Sons, Inc. 2008. ISBN 978-0-471-71527-6.

## Course Schedule

### Unit 1: Who Cares: Why Financial Management Matters

#### Unit Outcomes:

- Describe the importance of financial management for nonprofit organizations
- Explain the size and scope of the nonprofit sector in the United States
- Identify internal and external stakeholders
- Describe financial issues which impact arts organizations

#### Readings:

- Blazek, Jody. "Chapter 1: Introductory Concepts" in *Nonprofit Financial Planning Made Easy*. Pages 1-19 (ending just before Comprehensive Financial Planning Checklist).

Please read one of the following articles, after completing the Group Google Doc assignment:

- Boehm, Mike. [Pasadena Playhouse will close February 7](#). Los Angeles Times. January 30, 2010.
- Hurwitt, Robert. [American Musical Theatre of San Jose Folds](#). San Francisco Chronicle. December 6, 2008.
- Johnson, Reed. [The Fresno Metropolitan Museum of Art & Sciences Closes its Doors](#). Los Angeles Times. January 12, 2010.
- Mangan, Timothy. [Opera Pacific Closes Down, Likely for Good](#). The Orange County Register. November 4, 2008.
- Maupin, Elizabeth. [Orlando Opera to Suspend Operations April 30](#). Orlando Sentinel. April 16, 2009.
- Toth, Catherine E. [Honolulu Symphony Shutting Down After 110 Years of Music](#). Hawai'i Magazine. December 16, 2010.

#### Tasks/Assignments Due:

- Group Google Doc: The Worst Way
- Discussion: Why Financial Management Matters
- The Arts Financial Times: The Set-Up
- Google Doc: Guest Editor

### Unit 2: Getting It: Financial Terms and Tools

#### Unit Outcomes:

- Explain the role of financial accounting in financial management
- Differentiate between cash and accrual accounting
- Utilize a chart of accounts
- Identify the different types of financial statements

**Readings:**

- Blazek, Jody. "Chapter 3: Financing the Dream" in *Nonprofit Financial Planning Made Easy*. Pages 57-65.

**Tasks/Assignments Due:**

- The Arts Financial Times: Guest Editor
- Project, Part 1: Organizational Profile

### **Unit 3: In Charge: Financial Leadership and Key Players**

**Unit Outcomes:**

- Articulate the importance of the role of financial leadership for a nonprofit arts organization
- Identify the differences between the role of the board of directors and the staff in financial activities, and
- Categorize the key financial leaders for an organization

**Readings:**

- Blazek, Jody. "Chapter 2: Structuring the Organization for Fiscal Strength" in *Nonprofit Financial Planning Made Easy*. Pages 27-55.

**Tasks/Assignments Due:**

- Article Submission: The Arts Financial Times, Edition #1
- Discussion: The Arts Financial Times, Edition #1
- Project, Part 2: Financial Leadership

### **Unit 4: Sharing Our Finances: The Nonprofit IRS Forms**

**Unit Outcomes:**

- Differentiate between nonprofit, tax-exempt and tax deductible
- Utilize GuideStar to locate financial data for 501(c)3 organizations
- Identify which type of organizations should file a Form 990
- Locate and explain the data on page one of the Form 990

- Distinguish between a fiscal year and calendar year

**Readings:**

- Blazek, Jody. "Chapter 3: Financing the Dream" in *Nonprofit Financial Planning Made Easy*. Pages 57-65.
- Arden Theatre Company, [Form 990, FY2012](#)

**Tasks/Assignments Due:**

- Project, Part 3: Trend Analysis, Part A

## Unit 5: The Gritty Details: The 990 Line by Line, Part I

**Unit Outcomes:**

- Locate mission and program information on a Form 990
- Identify the size of the board of directors for a nonprofit organization
- Determine which employee salaries must be disclosed in a Form 990
- Interpret the data from Parts I-VII of the Form 990

**Readings:**

- Arden Theatre Company, [Form 990, FY2012](#)

**Tasks/Assignments Due:**

- Article Submission: The Arts Financial Times, Edition #2
- Discussion: The Arts Financial Times, Edition #2
- Project, Part 4: Trend Analysis, Part B

## Unit 6: The Gritty Details: The 990 Line by Line, Part II

**Unit Outcomes:**

- Identify revenue sources by type
- Describe sources of contributions and program service revenue
- Classify fundraising event revenue
- Identify expenses as program service, management of fundraising expenses
- Differentiate costs into specific line items

**Readings:**

- Arden Theatre Company, [Form 990, FY2012](#)

**Tasks/Assignments Due:**

- Project, Part 4: Trend Analysis, Part B

## Unit 7: Thank You! Thank You! Contributions and Acknowledgements

### Unit Outcomes:

- Describe the characteristics of a contribution
- Distinguish between a contribution restriction and condition
- Appropriately acknowledge contributions and promises to give
- Determine if a donor's gift should be considered quid pro quo contribution
- Identify the four exceptions to the quid pro quo rule

### Readings:

- Boroff, Phillip. [Jazz at Lincoln Center Pursues Duggin for Defaulted Donation](#). Bloomberg News.
- Kinzie, Susan. [Exacting Donors Reshape College Giving](#). The Washington Post.
- Pogrebin, Robin and Carol Vogel. [Learning to Look Gift Horses in Mouth](#). New York Times.

### Suggested Video:

- [The Art of the Steal](#). IFC Entertainment. 2009. (Available via streaming or purchase from Amazon and via streaming or DVD from Netflix)

### Suggested Reading:

- Cain, Jeffrey J. [Protecting Donor Intent: How to Define and Safeguard Your Philanthropic Principles](#). The Philanthropy Roundtable.

### Tasks/Assignments Due:

- Article Submission: The Arts Financial Times, Edition #3
- Discussion: The Arts Financial Times, Edition #3
- Project, Part 5: Trend Analysis, Part C
- Quiz: Contributions

## Unit 8: We Did It! Statement of Activities

### Unit Outcomes:

- Describe the purpose and use of audited financial statements
- Utilize the Statement of Activities in order to determine a nonprofit's bottom line, money mix and expense allocations

- Analyze a nonprofit's financial indicators in combination with benchmark data

**Readings:**

- Blazek, Jody. Financial Indicators to Critique Performance in “Chapter 7: Special Financial Tools” in *Nonprofit Financial Planning Made Easy*. Pages 179-186.

**Tasks/Assignments Due:**

- Project, Part 6: Financial Condition Assessment (Getting Started)

## Unit 9: Here We Are Now: Statement of Position

**Unit Outcomes:**

- Categorize assets, liabilities and net assets
- Conduct liquidity and solvency ratio calculations
- Analyze the short-term and long-term financial health of a nonprofit arts organization utilizing key indicators
- Identify red flags for financial distress from financial statements

**Readings:**

- Blazek, Jody. Financial Indicators to Critique Performance in “Chapter 7: Special Financial Tools” in *Nonprofit Financial Planning Made Easy*. Pages 179-186.

**Suggested Readings:**

- Association of Art Museum Directors. [Art Museums and the Practice of Deaccessioning](#). November 2007.
- Burgess, Chris and Rachel Shane. *Deaccessioning: A Policy Perspective*. Journal of Arts Management Law and Society. Volume 41, Issue 3. 2011. Pages 170-185. Available through UKY Libraries.
- Pogrebin, Robin. [Permanent Collection May Not Be So Permanent](#). New York Times. January 26, 2011.
- Zaretsky, Donn. [AAMD Rules Need to Be Deaccessioned](#). Art in America. March 31, 2009.

**Tasks/Assignments Due:**

- Project, Part 6: Financial Condition Assessment

## Unit 10: Where Do We Want to Go: Budgeting

**Unit Outcomes:**

- Explain the benefits and limitations of budgeting
- Identify the different types and purposes of budgets
- Differentiate and describe alternative budget creation strategies
- Distinguish between the steps in the budget planning process

**Readings:**

- Blazek, Jody. "Chapter 4: Budgeting" in *Nonprofit Financial Planning Made Easy*. Pages 67-99.

**Tasks/Assignments Due:**

- Article Submission: The Arts Financial Times, Edition #4
- Discussion: The Arts Financial Times, Edition #4
- Project, Part 7: Setting Goals

## Unit 11: The Cold Hard Cash: Budgeting for Revenues

**Unit Outcomes:**

- Format an operational budget template for a nonprofit organization
- Identify budget categories and line items
- Project unearned, earned and other revenue for a nonprofit arts organization

**Readings:**

- Blazek, Jody. **Cost Allocation** in "Chapter 7: Special Financial Tools" in *Nonprofit Financial Planning Made Easy*. Pages 186-190.
- Blazek, Jody. **Who's an Employee?** in "Chapter 7: Special Financial Tools" in *Nonprofit Financial Planning Made Easy*. Pages 201-206.
- [Budgeting: A Guide for Small Nonprofit Organizations](#). Virginia Society of Certified Public Accountants. September 2011.

**Tasks/Assignments Due:**

- Project, Part 8: Projecting Revenues

## Unit 12: It's Gonna Cost: Budgeting for Expenses

**Unit Outcomes:**

- Differentiate between employees and independent contractors
- Project salaries, wages and benefits



- Utilize reasonability calculations to project expenses for a nonprofit arts organization

### Readings:

- Coe, Charles K. [“Mandatory and Optional Fringe Benefits”](#) in Nonprofit Financial Management. Wiley & Sons, Inc. 2011. Pages 108-112.
- [2012 Nonprofit Compensation Study](#). Watkins Uiberall.
- Jensen, Jerry. [Salary Management for Nonprofits](#). The Grantsmanship Center. 1997.
- [Determining Executive Compensation](#). The Grantsmanship Center. 1995.

### Suggested Readings:

- Waldenmayer, Corrine. [A User’s Guide to Selecting Fundraising Software](#). The Grantsmanship Center. 2002.

### Tasks/Assignments Due:

- Project, Part 9: Projecting Expenses

## Unit 13: Putting it Together: The Operational Budget

### Unit Outcomes:

- Distinguish between surplus, deficit and break-even budgets
- Ask critical questions about nonprofit assumptions
- Create a surplus, deficit or break-even operational budget for a nonprofit arts organization
- Construct an argument which aligns organizational goals to financial planning

### Readings:

- Healy, Patrick. [Nonprofit Theater Companies Enjoying, Well, Profits](#). New York Times.
- MacMillan, Kyle. [Colorado Symphony Adds Concerts After Finances Forced Cuts](#). Denver Post.
- Maddox, David. [Strategic Budget Cutting](#). The Grantsmanship Center. 1999.
- Royce, Graydon. [Minn. Orchestra Deficit: \\$2.9 Million](#). Star Tribune.
- Wakin, Daniel. [American Ballet Theater Trims Costs, Trying to Keep the Cuts Offstage](#). New York Times.

### Suggested Readings:

- Pallotta, Dan. [Charity Case: How the Nonprofit Community Can Stand-up For Itself and Really Change the World](#). Jossey-Bass. 2012.

**Tasks/Assignments Due:**

- Project, Part 10: Operational Budget

**Unit 14: Following the Money: Cash Flow Management**

**Unit Outcomes:**

- Describe the importance of cash flow forecasting to an organization
- Devise a cash flow forecast for a nonprofit arts organization
- Justify cash flow decisions based on sound financial practices

**Readings:**

- Spilker, Tim. [How to Make a Cash Flow Projection](#). The Grantsmanship Center.

**Tasks/Assignments Due:**

- Article Submission: The Arts Financial Times, Edition #5
- Discussion: The Arts Financial Times, Edition #5
- Assignment: Cash Flow
- Project, Part 11: Financial Presentations (Getting Started)

**Unit 15: Protecting Our Future: Investment Management**

**Unit Outcomes:**

- Describe the purpose and functionality of investment policies
- Identify the benefits and risks associated with specific investment strategies
- Characterize low-risk versus high-risk investments
- Explain the three types of endowments

**Readings:**

- Hagar, Mark A. [Should Your Nonprofit Build an Endowment?](#) Nonprofit Quarterly. June 21, 2006.

**Suggested Reading:**

- Earle, Ralph. [Socially Responsible Investing: A Guide for Trustees of Charitable Organizations](#). TIFF Education Foundation. 2009.

**Tasks/Assignments Due:**

- Group Google Doc: The Best Way

- Project, Part 11: Financial Presentations (submission)

## Grading Information

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

Assignment	Weight
Discussions and Article Submissions	22%
Guest Editor	5%
Quizzes/Assignments	8%
Project 1: Organizational Profile (3%) 2: Financial Leadership (5%) 3: Trend Analysis, Part A (3%) 4: Trend Analysis, Part B (2%) 5: Trend Analysis, Part C (6%) 6: Financial Condition Assessment (10%) 7: Setting Goals (3%) 8: Projecting Revenues (4%) 9: Projecting Expenses (4%) 10: Operational Budget (10%) 11: Financial Presentation (15%)	65%
<b>TOTAL</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.

### G.uky.edu Account

All students enrolled in Arts Administration must have a g.uky.edu account in order to utilize Google Apps for Education. Students **may not** use a personal gmail account. If you do not currently have a g.uky.edu account, please set one up by following the directions in the following video:

**WATCH:** [UKY Email Settings and Chrome User Accounts](#)

If you have previously set-up a g.uky.edu account but have forgotten your password, please contact the [UKY Customer Services](#). If you have completed all of these steps and are still having difficulty, please contact [Joe French](#), Instructional Designer or stop by his office in Fine Arts, room 207A.

## Google Apps

The Department of Arts Administration utilizes Google Apps for Education extensively in its courses. In order to use Google Apps, you will need to have set up your g.uky.edu account. This is required for all students enrolled in a AAD course.

If you aren't already a Google Drive user, it will be helpful to watch this tutorial on using the Drive.

**WATCH:** [Google Drive 2017](#)

**WATCH:** [Google Docs and Sheets 2017](#)

Google Drive has many functionalities that we think you will really like including being able to share and collaborate on documents in real time, adding comments and seeing the revision history of documents. Here are videos that discuss additional features and how to use them.

**WATCH:** [Sharing your Documents and Files](#)

**WATCH:** [Working on the Same File at the Same Time](#)

**WATCH:** [Comments in Google Docs](#)

**WATCH:** [Revision History - Google Drive Tutorial](#)

**WATCH:** [View and Edit Your Files Offline](#)

## Submissions

All assignments should be submitted via Canvas 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%

## 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: E**

*Range: 0 to 69 percent*

*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.

## **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 needs to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) 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 thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

**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 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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

## 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/ukat/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 CC (will be available when class begins)
- Microsoft Office Suite (Word, Excel, PowerPoint)



## Web browser

Internet Browser (required)

- The latest version of Firefox (Cookies must be enabled; Pop-Blocker must be disabled)

Internet Browser (optional)

- The latest version of 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

Technical Requirements:

- <https://www.uky.edu/elearning/technology/technicalrequirements>

## Procedure for Resolving Technical Complaints

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

**Email:** 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 Joe French, Instructional Designer, on the email.*

## Contact Information

### Program contacts

Arts Administration Program  
artsadministration@uky.edu  
859.257.9616

Department Chair  
Rachel Shane, Ph.D.  
rachel.shane@uky.edu  
859.257.7717

Director of Graduate Studies  
Geraldine Maschio, Ph.D.  
gmasc1@email.uky.edu  
859.257.8201

Instructional Designer  
Joe French  
joe.french@uky.edu  
859.218.1347

### IT Support

Information Technology Customer Service Center

UKAT (<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.

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: 859 218-1240

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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