INSTRUCTOR CONTACT INFORMATION
Todd Trebour
Program Coordinator, Arts Extension Service
Office Hours: by appointment.

TECHNICAL SUPPORT CONTACT INFORMATION:
Students enrolled in UMass Online courses seeking technical assistance can get help 24 hours a day, 7 days a week through Blackboard Learn. For technical support, go to Help & Resources on the left menu of the course. For campus students, contact your instructor or the Instructional Media Lab at the UMass IT department.

ABOUT THE INSTRUCTOR:

Todd Trebour, M.M, is the Program Coordinator at the Arts Extension Service (AES), teaching on-campus and online courses in arts management and arts entrepreneurship, overseeing AES’s marketing & grant-writing, and stewarding AES’s Arts Entrepreneurship Initiative. Through the Arts Entrepreneurship Initiative, Todd works with community arts organizations, local cultural councils, and city planners to bring professional development training programs to artists. He also connects artists and arts-based businesses with interns at UMass Amherst. Todd was the marketing and development director at Chester Theatre Company, a professional summer theatre company in the mountain town of Chester, MA. He served as treasurer for Northampton-based c3, a creative community collective. In other community-based work, Todd served as project development consultant for Art At Work-Holyoke, a project part of the national initiative Art At Work, and currently serves on the advisory board for the Easthampton Co.lab.

Todd worked as a professional operatic performer and concert soloist, performing with companies throughout the United States and Canada before relocating to Massachusetts. Following his tenure as company member at Double Edge Theatre, Todd created the experimental opera-theatre piece Come and Sleep: An Operatic Fantasy for Voice, Cello, and Silence. This is the flagship production for his company, Alchemical Opera Project. Developed
over the course of two years, *Come and Sleep* toured throughout the United States and Canada. Todd received his BA in Music Performance from Whitman College, his MM in Voice from Rice University, and his Core Certificate in Non-Profit Arts Management from the UMass Amherst Arts Extension Service.

**COURSE DESCRIPTION**

This course is designed for individuals who are new to the field of arts management, are considering an arts management career, or are interested in arts management principles for the purposes of starting one’s own nonprofit in the U.S. Arts managers perform the work that is required to bring the arts and cultural programs to audiences, organizing programs such as festivals and exhibits, performing arts events and film screenings. This course will introduce you to the “business of the arts,” providing you with an overview of the careers in arts management, the types of work that arts managers do, and the current issues and trends now affecting arts management professionals. This course is a requirement for all UMass students joining the Arts Management program who have no prior experience in the field.

**COURSE OBJECTIVES**

- To demonstrate an understanding of the roles in the profession of arts management, types of organizations and the larger context in which these organizations operate, as demonstrated in written assignments and class discussions.
- To contribute to the creation of a ‘community of practice’ with your fellow classmates and instructor that helps you to refine and deepen your understanding of the arts management profession, as evidenced through participation in weekly discussions and feedback sessions.
- To access online tools and reference materials to help broaden your awareness of arts management, as demonstrated through research activities and written assignments.
- To demonstrate an ability to analyze an organization’s mission statement, and its relationship to programs and objectives through discussions and written assignments.
- To introduce the theory and practice of audience development, marketing, fundraising and strategic planning.

**PREREQUISITES**

In order to complete the assignments for this class, you will need to have and know how to use Microsoft Word (or comparable word processing program) and Adobe Acrobat (Reader).

**HOW TO START THIS CLASS**

For those of you who have never taken a blended or online class, the process can be a bit disorienting. For online students, we will work in Blackboard Learn. Take the time to familiarize yourself with the features of the class before you plunge in will help to smooth the transition to this new system. For campus students, this course may be blended, and all assignments and discussions are in Moodle.
I suggest that you take the following steps to get started with this class:

1. Begin by reading this syllabus in its entirety.
2. Order the book listed under “Required Readings” below.
3. Take the tutorials available to learn the online portion of the class. Under your Courses tab on the main Blackboard screen, you will see Student Orientation for Blackboard Learn. This is a general overview of Blackboard Learn provided by the University. Although not all of the information will be applied directly to this class, it is a quick and effective way to get oriented with the system.
4. Click on the every button on the screen to explore the site.
5. Explore the folders contained on the Welcome screen for this course, especially the Start Here & Helpful Links folder.
6. Click on the Weekly Content link in the left-hand course menu to access the course content, then Week 1 to access the lecture and discussion threads for your first class (this folder will not be open for viewing until the first week of class).
7. Take the Introductory Course Survey in Start Here & Helpful Links > Course Surveys.
8. Read the instructions below.

HOW THIS CLASS IS ORGANIZED
In order to orient you to this class, I’ve provided a basic overview of the location of the main areas of your Blackboard Learn course. The site is designed to be as user-friendly as possible. Below I’ve identified the key components of the class, and which navigational links to use to access them.

HOW TO ACCESS YOUR WEEKLY COURSE WORK

Open Weekly Content in the Welcome screen or course menu to access your weekly course work.
On the **Weekly Content** screen you will find links to each week containing a lecture, discussion question(s), feedback, and readings. *Note: Only a few weeks are visible in the early weeks of the semester. You will not be able to view any weekly content until the first official day of the course.*

**HOW TO ACCESS THE COURSE CALENDAR**

The date of each class and associated assignment due dates can be found in a PDF located in the **Course Calendar** link on the course menu under your syllabus. You will also find the course calendar in this syllabus.

**HOW TO ACCESS YOUR WEEKLY DISCUSSION AND FEEDBACK TOPICS**

Almost every week, you are asked to respond to an open-ended question about a particular aspect of the lecture or readings. You will also post your weekly Assignment in the Feedback section so that your peers can offer feedback on your written assignment (see below). Everyone must offer feedback on at least one other student’s paper each week. You can access the discussion and feedback areas in two ways. Click on the Week’s link in **Weekly Content**, or click on **Discussions & Feedback** on the
course menu bar located at the left side of the screen.

A tutorial on posting in Discussion forums is located in your Student Orientation course under “Collaborating”.

HOW TO ACCESS YOUR WRITTEN ASSIGNMENTS

You will upload written assignments in response to problems that I pose for the class. You can find your assignments by clicking on the link for the appropriate week in Weekly Content or clicking the Assignments link in the Course Menu. When you are ready to submit your assignment, click on the course module for that week and navigate to the weekly written assignment. Former Blackboard Vista students please note: the Publishing option in the Assignments tool is no longer available. You must also post your assignment in the Feedback forum for that week so that other students may read and respond to it.

A tutorial on posting Assignments is located in your Student Orientation course under “Assignments and Grades”.

LLAMS 01/HM&FNARTS 500 Introduction to Arts Management SAMPLE Syllabus

Arts Extension Service, University of Massachusetts Amherst
HOW TO TAKE TESTS/QUIZZES

Exams and surveys can be accessed in the Tests link in your course menu, or through the link for the week when the exam is assigned.

TASKS & ANNOUNCEMENTS PAGE

Access the Tasks & Announcements page by clicking to it from the course menu. Under My Announcements is where you will find announcements posted by your instructor. In your To Do list you will be able to view your upcoming assignments. (Please note: Discussion & Feedback will not appear in your To Do list) You can customize this page to your liking by clicking Customize Page in the top right corner.

CYBER CAFÉ

In addition to the above, I want to alert you to a special discussion area I’ve created called the Cyber Café, where you will have the opportunity to have off-topic discussions with your classmates. Cyber Café is located on the home page area of the site or again, click on the course tools bar on the left of the screen. Here you can connect with other classmates about topics unrelated to the week’s assignments.

WHO’S ONLINE

Finally, if you are working and have a question or just want to talk to a peer, look on the course tools bar, click on Who’s Online, and it may be possible that a classmate is working. You can send him/her a chat invitation visible only to you. This is a great feature, but please be respectful of others’ time!
ASSIGNMENTS
You will be asked to complete two-three assignments every week (in addition to required readings and the moderation of at least one discussion or feedback thread during the course of the semester). Some of these assignments may be substituted with other activities (such as an exam), but generally, you will be required to do the following each week:

1. **CONTRIBUTE TO A DISCUSSION TOPIC**, in which you are asked to respond to an open-ended question about a particular aspect of the lecture. Each week, one or two students will be assigned the task of moderating this discussion thread. *Please see MODERATION OF DISCUSSIONS below.*

2. **SUBMIT A WRITTEN ASSIGNMENT OR TAKE AN EXAM**, where you will upload a weekly one-page written assignment in response to a problem that I pose for the class, or, alternatively, take an exam.

3. **OFFER FEEDBACK IN A DISCUSSION THREAD**, in which you are asked to offer feedback on at least one written assignment of a fellow classmate. Each week, one or two students will be assigned the task of moderating this feedback thread. *Please see MODERATION OF DISCUSSIONS below.*

DISCUSSION THREAD MODERATION:
Beginning in the second or third week of class, each student will be assigned the task of moderating one feedback or discussion topic as a way to build community and foster a deeper engagement with course material. While I will also participate in discussions, my role will be to provide summary comments and respond to questions you direct specifically to me. Moderators will be asked to do the following:

- Introduce yourself as the moderator through the class email or in the discussion thread and restate the discussion question that I’ve posed.
- Contribute your own response to the discussion question.
- Read and respond to all main student discussion threads (i.e. you do not have to respond to every student, but must offer input into each thread that is opened by students).
- Pose follow up questions to stimulate discussion, drawing upon class material.
- Foster a civil and positive classroom environment.
- Move “off topic” conversations to the designated chat room area.

Typically, the discussion moderator will remind fellow students that s/he is moderating that week’s discussion or feedback thread by sending an email to all students and instructors. Here’s an example of an email that was sent out in a previous semester:
Hello Everyone!

I will be moderating the discussion board this week!

Discussion Topic: Week 9  (the student then pasted the instructions for that week’s discussion thread from the course)

Looking forward to our chats on the discussion board!  Have a good week!

Best,
(name of student)

If you are not available to moderate the discussion during your assigned week, it is your responsibility to swap dates with another student and notify me of this change.

After the first week of class, look on the course calendar for when you are scheduled to moderate a discussion thread.  I won’t be able to create this schedule until after everyone is registered, which is why there is a delay!

LATE ASSIGNMENT POLICY:
Only students with documented disabilities (see Students with Disabilities section below) are permitted to submit their assignments later than the due dates above.  If your assignment is one week late, you will be marked down one full grade (for credit students only).  Assignments submitted 10 days beyond their due dates or later will receive an F.  This includes discussion and feedback postings, exams and all written assignments.

REQUIRED READING:
This class will draw from the following required text:


For international orders, please contact the Arts Extension Service at aes@acad.umass.edu.

INSTRUCTOR FEEDBACK:
You will find my comments on your assignments in the “assignments” area of your course.  I provide individual feedback to each student, and if I see common challenges emerging in the LLAMS 01/HM&FNARTS 500 Introduction to Arts Management SAMPLE Syllabus Arts Extension Service, University of Massachusetts Amherst
assignments, I will occasionally provide group feedback in the same feedback area you use to respond to your fellow classmates written assignments (see “How this Class is Organized” above). I will respond to discussion threads in the same area that you and your classmates offer responses to each other.

I usually log in to the course twice weekly, on Tuesdays and Thursdays, to check discussion threads and assignments and participate in the feedback and discussion areas. I will notify you to any significant variations in this plan.

If you are new to distance education, you may find it frustrating to post a question (say on Friday) and not hear back from me until the next Tuesday. If a question is urgent, you may email me directly at mtbrown@admin.umass.edu.

**METHOD OF EVALUATION/GRADING:**

I will update the grade book regularly to reflect the completion of your assignments. Please check the Grade Book to see if I have recorded all of your work, and notify me if I have missed a contribution.

Note that I use a point system in lieu of letter grades in the course grade book, with 4=A, 3=B, 2=C, 1=D and 0=F for each assignment. Noncredit students who take this course on a pass/fail basis receive 10=pass and 0=fail.

Grading will be based on the following criteria:

1. **Written Assignments and Exams: 50% of overall grade**

You will be assigned papers and a final project. Written assignments will be assessed according to the criteria below. Written assignments and exams comprise 50% of your overall grade. Note that your final project alone constitutes 50% of this grade, or 25% of your overall grade. Written assignments will be assessed according to the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptional</td>
<td>OUTSTANDING level of analysis that incorporates citations from course lectures and readings. Those that are worthy of the highest grade may draw upon additional resources that the student has spent the time to research (interviews, other readings, personal experiences, etc.). Student may expand upon the assignment by bringing in specific examples from cultural organizations that demonstrate that the student has engaged in the assignment and learned something new from it. Student responds fully to the assignment. Work reflects a student’s original thinking. Written assignments are checked for grammar and spelling, and are well organized and clearly presented. Any visual presentations are presented professionally and clearly. Equivalent to letter grade A.</td>
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<tr>
<td>Grade</td>
<td>Grade</td>
<td>Description</td>
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</tr>
<tr>
<td>B (3 points in grade book)</td>
<td>B</td>
<td>Exceeds Minimum Expectations</td>
</tr>
<tr>
<td>C (2 points in grade book)</td>
<td>C</td>
<td>Meets Minimum Expectations</td>
</tr>
<tr>
<td>D (1 point in grade book)</td>
<td>D</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>F (0 points in grade book)</td>
<td>F</td>
<td>No Participation</td>
</tr>
<tr>
<td>PASS (10 points in grade book)</td>
<td>PASS</td>
<td>NONCREDIT STUDENTS ONLY</td>
</tr>
</tbody>
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2. Discussion Contributions and Moderation: 30% of overall grade
Almost every week, you are required to contribute to a discussion thread, by responding to questions posed by the instructor. Create a new thread to respond to the discussion topic. I will grade your discussion topic and response using a rubric below. Note that moderators will be assessed using the criteria after the word MODERATORS in the rubric below. Discussion threads and moderation comprise 30% of your overall grade.

<table>
<thead>
<tr>
<th>Grade</th>
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<th>Description</th>
<th>Criteria</th>
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| A (4 points) | A | Exceptional | OUTSTANDING level of analysis that incorporates information from course lectures and readings and applies the analysis to cultural organizations. Students who receive this grade display a high level of
<table>
<thead>
<tr>
<th>Grade</th>
<th>Exceeds Minimum Expectations</th>
<th>Meets Minimum Expectations</th>
<th>Needs Improvement</th>
<th>No Participation</th>
<th>NONCREDIT STUDENTS ONLY</th>
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<tbody>
<tr>
<td>B</td>
<td>GOOD level of analysis that incorporates information from course lectures and readings and applies the analysis to cultural organizations. Students who receive this grade display a good level of attentiveness to and encouragement of others as demonstrated by their response(s) to at least one other student’s posting in class discussion threads. They also draw upon personal experience to analyze cultural organizations. MODERATORS keep conversation moving by responding to the majority of students in the class. Equivalent to letter grade B.</td>
<td>BASIC level of analysis that incorporates information from course lectures and readings and applies the analysis to cultural organizations. Students who receive this grade display an adequate level of attentiveness to and encouragement of others, though likely did not respond to others in the discussion thread or their response was very limited. Students draw upon personal experience to analyze cultural organizations. MODERATORS respond to a limited number of students in the discussion thread. Equivalent to letter grade of C.</td>
<td>SUPERFICIAL level of analysis that does not incorporate course lectures or readings, and does not apply information to cultural organizations. MODERATORS only post about their own work and perhaps one other student, but fail to moderate the discussion. Equivalent to letter grade of D.</td>
<td>No participation. Equivalent to letter grade of F.</td>
<td>FOR NONCREDIT STUDENTS ONLY: this posting is equivalent to a letter grade of C or better. See the criteria above for specific details of how work is evaluated. If you are a credit student and have been given this grade in error, please notify me immediately. Equivalent to the letter grade P (Pass).</td>
</tr>
</tbody>
</table>
### Online Feedback Thread: 20% of overall grade

Each week, you are required to download one other student’s written assignment and respond to it in a feedback thread in the online portion of this class. Create a new thread for each response you offer.

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<th>Criteria</th>
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<tr>
<td>A (4 points in grade book)</td>
<td>Exceptional</td>
<td>OUTSTANDING level of analysis that incorporates information from course lectures/readings and/or outside resources, and applies the analysis to at least one other student’s assignment. Responds thoroughly to questions posed by the instructor in analyzing the work of another student. Equivalent to letter grade of A.</td>
</tr>
<tr>
<td>B (3 points in grade book)</td>
<td>Exceeds Minimum Expectations</td>
<td>GOOD level of analysis that incorporates information from course lectures/readings and/or outside resources, and applies the analysis to at least one other student’s assignment. Responds adequately to questions posed by the instructor in analyzing the work of another student. Equivalent to letter grade of B.</td>
</tr>
<tr>
<td>C (2 points in grade book)</td>
<td>Meets Minimum Expectations</td>
<td>BASIC level of analysis that draws upon personal experiences and insights and applies it to the analysis of another student’s work. Superficially incorporates information from the course lectures and readings in this analysis. Equivalent to letter grade of C.</td>
</tr>
<tr>
<td>D (1 point in grade book)</td>
<td>Needs Improvement</td>
<td>SUPERFICIAL level of analysis that does not incorporate course lectures or readings, outside resources or one’s experience, and does not apply information to a fellow student’s written assignment. Equivalent to letter grade of D.</td>
</tr>
<tr>
<td>F (0 points in grade book)</td>
<td>No Participation</td>
<td>No posting. Equivalent to letter grade of F.</td>
</tr>
<tr>
<td>PASS (10 points in grade book)</td>
<td>NONCREDIT STUDENTS ONLY</td>
<td>FOR NONCREDIT STUDENTS ONLY: this posting is equivalent to a letter grade of C or better. See the criteria above for specific details of how work is evaluated. If you are a credit student and have been given this grade in error, please notify me immediately. Equivalent to the letter grade P (Pass).</td>
</tr>
</tbody>
</table>
QUALITY IN DISCUSSIONS....
This is usually the easiest area for students in my classes. They tend to do well in discussions as a whole. Students who receive higher grades tend to ...
- respond fully to the discussion questions (this may seem obvious, but it is often overlooked!)
- are comprehensive and reflect a comprehension of the material presented (or at least, an effort to comprehend it!)
- acknowledge and build upon the responses of others
- display a high level of grace and encouragement of others, and draw upon personal experience to help others to overcome challenges in their case study organizations or to grapple with the discussion questions. We are all learning together!
- remember to move off-topic discussions to a chat room so you have privacy and so others are not looking for content in the weeds

QUALITY IN PEER FEEDBACK ...
This is typically the most problematic part of the course for students. This is partly due to shyness and a lack of familiarity with how to give feedback to others in the course without offending them. My experience is that, with sensitivity and encouragement, you can offer substantive feedback that is both constructive and positive.

When providing peer-to-peer feedback on the written assignment of one other student each week, a student who receives a higher grade will often ....
- compare and contrast information within another student’s assignment or draw upon that student’s other written assignments, for example... “Chris, I noticed that you said you were confused with the differences in job descriptions in cultural organizations’ Executive Director and the Development Director. Could you elaborate on this?....etc.”
- draw upon other content in the course and apply it in the feedback they offer others. “...As we learned in the book (or lecture), volunteers play a vital role in the work of nonprofits... I noticed that some cultural organizations are intentionally excluding volunteer help, can you tell us why that is and what you think they could be gaining from a volunteer force?...”
- draw upon their own experiences and weave this into their analysis of other student’s work, offering respectful and sensitive advice to others, while paying attention to the content of the assignment.
- respond comprehensively to a fellow student’s work, not with a one-line response, but a more elaborate and in-depth reflection on the work.

STUDENTS WITH DISABILITIES
I am very committed to full access to all students, including those with disabilities, and am aided by the University’s Disability Services in helping to make our courses fully accessible. I am proud of, and am fully committed to, our University’s nondiscrimination policy, which can be
found at http://www.umass.edu/eod/aapolicy.html. If you have a documented disability, please contact the Disability Services department to get assistance with accommodations, and they will work with me (as they have done in the past) to make this course fully accessible to you. **If I do not receive notification from Disability Services of your documented disability by the second week of class, I will not be able to offer you accommodations** which are available here: http://www.umass.edu/disability/students.html. Please see their brochure about accommodations at http://www.umass.edu/eod/brochures/ds.pdf and their web site at http://www.umass.edu/disability/index.html.

**ACADEMIC HONESTY POLICY**
The University prohibits dishonesty in all programs of the University. According to University policy, “academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty.” Please see the University’s academic honesty policy for a full definition of academic honesty and our statement of policy. Obviously, I will be very strict about enforcing this policy in all of your assignments, so please read and be aware of this policy: http://www.umass.edu/dean_students/codeofconduct/acadhonesty/ At times it can be difficult to understand what plagiarism is when you are working in an online environment. For instance, if you copy text from a web site or from materials from a cultural organization, please be sure to footnote the source of this text. I will follow the University’s procedures if I suspect academic dishonesty, so please familiarize yourself with these policies. Also, please be aware that I may use a grading tool called *Turn It In* to grade your papers, which helps to detect plagiarism.

**STUDENT CONDUCT:**
The University has very clear guidelines about proper conduct in courses, including harassment and assault which are articulated in the Code of Student Conduct at http://www.umass.edu/dean_students/codeofconduct/studentcode/. I will take immediate corrective action if I observe any student acting in a manner that endangers other students. I also deeply value the principal that the classroom is a place for constructive dialogue and learning and I expect that students will treat each other with civility and respect, even when they disagree. A positive learning environment benefits everyone in the class, and I will do all I can to foster this atmosphere, and expect that you will do the same.

**INCOMPLETEs AND WITHDRAWALS:**
Please keep up with the work each week and move through assignments, discussions, and feedback together with other students. I will not accept or grade more than two weeks of late assignments posted at the end of the course.

If you are falling seriously behind in your work, I highly recommend that you withdraw from the class by the mid-semester deadline, so that a failing grade does not appear on your transcript. If you are in this predicament, please go to the academic calendar page at
http://www.umass.edu/registrar/gen_info/academic_calendar.htm and scroll down to the current semester to locate the last day to drop with a “W.”

EXTRA CREDIT POLICY:
I do not offer extra credit for coursework, except in those cases where I have created an additional assignment or exam that is specifically marked “extra credit.” You will not receive extra credit for reworking graded assignments, nor will I change grades with further editing.

INFORMATION ABOUT ACADEMIC CREDIT AND CERTIFICATION PROGRAM:

Availability of Undergraduate and Graduate Credit:
For many of you this is a non-credit course. The Arts Extension Service grants three credits for each course for an additional fee. Because this course is a 500 level class, it is my understanding that it can be applied to both undergraduate and graduate-level programs. If you wish to receive credit for this course, please do this prior to the start of the semester, but if it is done later, the last date you may switch to credit is during the ADD/DROP period.

Students enrolled in a graduate course may seek permission from their advisors to use this course to fulfill independent study or practicum graduate course requirements. Contact your advisor and the Arts Extension Service for more information at aes@acad.umass.edu. Credit students are held to a higher standard for class participation and assignments (see above).

Certificate in Arts Management
The Arts Extension Service offers a noncredit Core Certificate in Arts Management for those who successfully complete (with a passing grade) any four online courses offered by the Arts Extension Service. A Professional Certificate is granted to those who successfully complete eight courses. This course may be used towards the completion of your certificate program.

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Arts Extension Service, University of Massachusetts Amherst