INSTRUCTOR CONTACT INFORMATION:
Dee Boyle-Clapp
Director, Arts Extension Service
223 Middlesex/111 County Circle
UMass Amherst, Amherst, MA 01003
413-545-2360 (Voice) 413-545-2361 (FAX)
dboyle-clapp@acad.umass.edu
Office Hours: Tues & Thurs. 1-3 and by appointment.

ABOUT THE INSTRUCTOR:
Dee Boyle Clapp, M.F.A, M.N.M. is a sculptor, installation artist and in addition to the arts, lectures on 'green' topics. She has taught for 20 years at a variety of studio, art history and arts management courses at UMass Amherst, museum schools, and at community colleges. Dee co-owned the Artemis Gallery and was a founding member and the first director of the Art Bank, and was part of the restoration team for this 1860's bank building in Shelburne Falls, MA. As Art Bank Director she ran all programming for two galleries, studio art courses, the Children's Blue Snow Performance Series, the Adult Performance Series, festivals and community events. Dee directed a local humane society, and established successful humane education and outreach programs, doubled the organization’s endowment and annual operating budget, and prepared the organization for a $5 million capital campaign. She was program coordinator for the Fostering the Arts and Culture Partnership creative economy project organizing business and marketing training, exhibition and web opportunities, and networking for artists. She taught online in the AES program for a year before joining the staff at the Arts Extension Service in 2008. Dee's work has long involved sustainability. She has greened two organizations, co-chaired a UMass Green Team, and lectures on sustainability issues. Dee lives in western Massachusetts with her husband and son on a solar-powered off-grid llama farm. She holds bachelor's degrees in art and art history from the University of Wisconsin at Madison, a MFA in sculpture from UMass Amherst, and a Master's in Nonprofit Management (M.N.M.) from Regis University in Denver, Colorado. Courses taught: Fundraising, Financial Management, Greening Your Nonprofit Arts Organization, and Introduction to Arts Management.

COURSE DESCRIPTION:
Arts Managers perform the work that is required to bring the arts and cultural programs to audiences, organizing programs such 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 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. This course is a requirement for all UMass students joining the Arts Management program who have no prior experience in the field. Please note: all course work is applied to a case study organization, ideally one on campus. Discussions play an important part in this course, so class size is limited to 20 students.

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.
- 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 and audience and its relationship to programs and objectives through discussions and written assignments.

HOW TO START THIS CLASS:

For those of you who have never taken a blended class, the process can be a bit disorienting. Taking the time to familiarize yourself with the features of the class before you plunge in will help to smooth the transition to this form of learning. For this reason, I suggest that you take the following steps to get started with this class:

1. Begin by reading this syllabus in its entirety.
2. Purchase the books listed under “Required Readings” below
3. Explore the site.
4. Meet me in class.
5. Moodle access:  https://moodle.umass.edu/login/index.php

HOW THIS CLASS WORKS

This blended course is being taught both online and face-to-face. I will give you information on how to access the online portion of the class. In general, written assignments will be submitted online, and face-to-face classes will focus on lectures, discussion and group projects.

You will be asked to complete two-three assignments every week (in addition to required readings). Some of these assignments may be substituted with other activities, but generally, you will be required to do the following each week:
1. In-class group work in which you are asked to respond to open-ended questions about a particular aspect of the lecture, or show evidence of your participation in a group setting.

2. A **WRITTEN ASSIGNMENT**, where you will upload a weekly one to two-page written assignment in response to a problem that I pose for the class.

3. An online **DISCUSSION** in which you will answer questions that I pose for the class and you will respond to peers.

**The Final Project:** The instructor will provide you with more information about this in the first weeks of class. Graduate Students will complete their plans individually.

**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. **Assignments submitted 10 days beyond their due dates or later will receive an F.** This includes discussion postings, exams and all written assignments. (If ill, doctor’s excuse will be required.)

**REQUIRED READINGS:**
This class will draw from the following required text: **Fundamentals of Arts Management**, fifth edition, 2007 (published by the Arts Extension Service). If you do not already own a copy of the **Fundamentals of Arts Management**, please purchase yours at the University Bookstore.

One of the great advantages of courses offered by the Arts Extension Service is that all courses draw from the same text, **Fundamentals of Arts Management**, which is used in 45% of the arts management degree programs in the world. This means you only have to buy one text book for most of the classes we offer in our program. Each course in our program is modeled around the chapter title to which it refers (in this case, arts programming), and we augment this with additional readings, worksheets, and other multi-media materials to elaborate on the concepts. Other **Fundamentals** chapters will be assigned as needed to further reinforce subject matter. Courses do not duplicate the chapter, but emphasize some of the major points and emphasize others.

Graduate students will refer to their additional syllabus for their assigned readings. Additional publications will be assigned throughout the semester based on discussions and current events, including:

INSTRUCTOR FEEDBACK:
You will find my comments on your assignments in the “assignments” area of your course. I provide individual feedback to each student.

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.

Grading will be based on the following criteria:
1. Written Assignments and Exams: 60% of overall grade
You will be assigned papers and a final group project. Your final group project constitutes 50% of your overall written assignments and exam grade. Graduate Students will present their final project individually. Written assignments will be assessed according to the following criteria:

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<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
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<tr>
<td>A</td>
<td>Exceptional</td>
<td>Outstanding level of analysis that incorporates citations from course lectures and readings and applies the analysis to one’s case study organization. Those that are worthy of the highest grade draw upon additional resources that the student has spent the time to research (interviews, other readings, personal experiences, etc.). Student expands upon the assignment by bringing in specific examples from their case study organization that demonstrates that the student has really 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. Evidence of contact with case study organization.</td>
</tr>
<tr>
<td>B</td>
<td>Exceeds Minimum Expectations</td>
<td>Good level of analysis that cites supporting evidence from course lectures and readings and applies this to one’s case study organization. Student responds fully to the discussion assignment. Work reflects a student’s original thinking. Written assignments are checked for grammar and spelling, and are well organized and clearly presented. Evidence of contact with case study organization.</td>
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| C     | Meets Minimum Expectations      | Basic level of analysis that cites supporting evidence from course lectures and readings and applies the lectures and readings to one's case study organization. Student responds fully to the assignment. Work reflects a
<table>
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<tr>
<td>A</td>
<td>Exceptional</td>
<td>Outstanding level of analysis that incorporates information from course lectures and readings and applies the analysis to one’s case study organization. Students who receive this grade display a high level of attentiveness to 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 as it applies to their own. Evidence of contact with one’s own case study organization is apparent.</td>
</tr>
<tr>
<td>B</td>
<td>Exceeds Minimum Expectations</td>
<td>Good level of analysis that incorporates information from course lectures and readings and applies the analysis to one’s case study organization. Students who receive this grade display a good level of attentiveness to 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 as it applies to their own. Evidence of contact with one’s own case study organization is apparent.</td>
</tr>
<tr>
<td>C</td>
<td>Meets Minimum Expectations</td>
<td>Basic level of analysis that incorporates information from course lectures and readings and applies the analysis to one’s case study organization. Students who receive this grade display an adequate level of attentiveness to 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 as it applies to their own. Evidence of contact with one’s own case study organization is apparent.</td>
</tr>
<tr>
<td>D</td>
<td>Needs Improvement</td>
<td>Superficial level of analysis that does not incorporate course lectures or readings, and does not apply information to one’s case study organization. Student does not respond fully to the assignment.</td>
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<tr>
<td>F</td>
<td>No Participation</td>
<td>No posting.</td>
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**2. In-class Participation, Online Discussion, Attendance and Group work:** 40% of overall grade
Each week, you are required to attend a lecture and in some weeks, will participate in group work designed to illuminate and expand your understanding of that week’s topic. We meet once a week, so in class attendance is mandatory. 3 unexcused absences will drop this grade to an F.

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**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/. Sometimes 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 your case study organization and do not footnote the source of this text, I will consider this plagiarism. Similarly, when you are looking at other student’s work and are interested in appropriating a structure or text, I expect that you will clearly notate the source of this information. I will follow the University’s procedures if I suspect academic dishonesty, so please familiarize yourself with these policies.

**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.

**FALLING BEHIND?**
If you are falling seriously behind in your work, I highly recommend that you withdraw from the class by the 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.” I hate to see you fail, so DO not wait to contact me! Just a reality note: getting sick, losing a loved one, or other personal issues
come up, but if you don’t speak up, no one can help you. An email, a voice mail message, or a note sent via campus mail are simple ways to get help.

**Moodle?**
We were part of the piloting of Moodle, our online system, which is being adopted by the full university. We have worked out most of the kinks but things happen, so an assignment will not open on time or something won’t upload, email me immediately. If you are having issues, use the Tutorial or call OIT (Office of Information Technologies) for help or post questions in class so we can help one another. It is my experience that OIT respond within 24 hours (except for weekends) so I have made all work due on weekdays so you have the best chance of getting support.

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