



# SAMPLE SYLLABUS

ARTS FUNDRAISING

LLAMS 12/ARTS-EXT 501

Arts Extension Service

Arts Management Program

University of Massachusetts Amherst

## INSTRUCTOR CONTACT INFORMATION

Dee Boyle Clapp

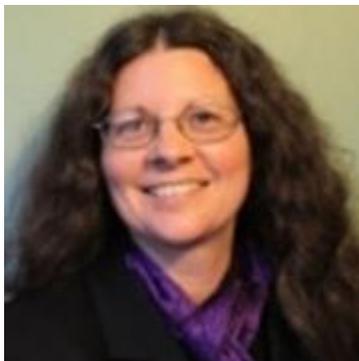
Director, Arts Extension Service

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:



**Dee Boyle Clapp** is a sculptor, installation artist and in addition to the arts, lectures on 'green' topics. She has been teaching a variety of studio, art history and arts management courses for 20 years 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 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 joined the staff at the Arts Extension Service in 2008. Dee's work has long involved sustainability. She has greened two organizations, co-chairs 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, MFA in sculpture from UMass Amherst, and a Master's in Nonprofit Management (M.N.M.) from Regis University in Denver,

Colorado. Courses taught: [Financial Management](#), [Fundraising](#), [Greening Your Nonprofit Arts Organization](#).

## **COURSE DESCRIPTION**

Recent statistics show that while most nonprofit arts organizations will earn half their income, the rest of the money it will take to sustain their operations must be raised from individual donors and grants. Other than earned income, the largest source of revenue for arts organizations continues to be individual donors at 35.5%. Now, more than ever, it is essential for arts managers to know how to develop and implement an effective fundraising program that draws its strength from a variety of sources, and focuses on building relationships as its foundation. This course will present the principles and methods of raising funds for nonprofit arts organizations from individuals, business, government agencies and foundations. Practical assignments will focus on identifying potential sources, positioning the organization for fundraising, and developing effective strategies for acquiring funds. The course will culminate in the development of a fundraising action plan for your own nonprofit or a case study organization of your choosing.

## **PREREQUISITES**

LLAMS 01/HM&FNART 500 Introduction to Arts Management is the mandatory prerequisite for this class. 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). You will also need access to a nonprofit organization or public agency as a case study. See below.

## **COURSE OBJECTIVES**

Here's what I expect you will be able to do by the end of the course as evidenced through written assignments for each statement:

- Develop a "case for support" statement for your case study organization that articulates the fundraising imperative, and the reasons for a fundraising campaign.
- Identify potential donors and evaluate why they might give.
- Develop strategies to meet donor needs.
- Evaluate your organization's capacity for fundraising.
- Differentiate your organization from others, which are also seeking funds.
- Develop a comprehensive fundraising plan that includes a campaign for individuals, fundraising benefits, local business and foundations, governments, and national corporations and foundations.

You will conclude your course with a realistic assessment of what aspects of your fundraising plan are most feasible and will develop a 3-year fundraising implementation plan.

## 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:

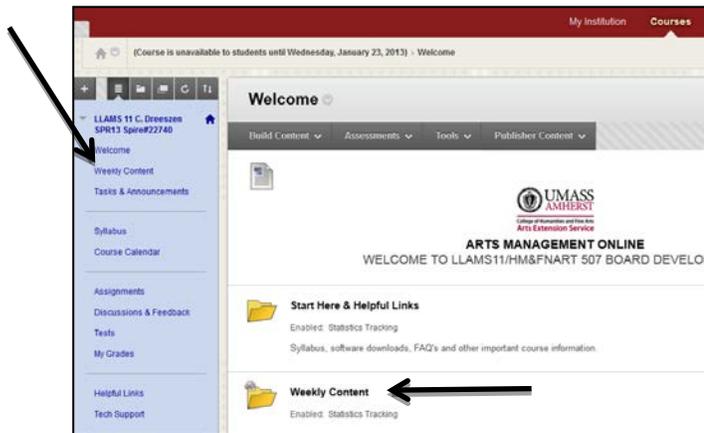
1. Begin by reading this syllabus in its entirety.
2. Order the book listed under “Required Readings” below.
3. Take the tutorials available to learn the online portion of the class. (Moodle: <https://www.it.umass.edu/moodle> and Blackboard Learn: <https://uma.umassonline.net/> click “support center”).
4. 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.
5. Within your Moodle or Blackboard course, click on the every button on the screen to explore the site.
6. Explore the folders contained on the **Welcome** section for this course, especially the **Start Here & Helpful Links** folder.
7. Take the Introductory Course Survey.
8. Read the instructions below.

## HOW THIS CLASS IS ORGANIZED

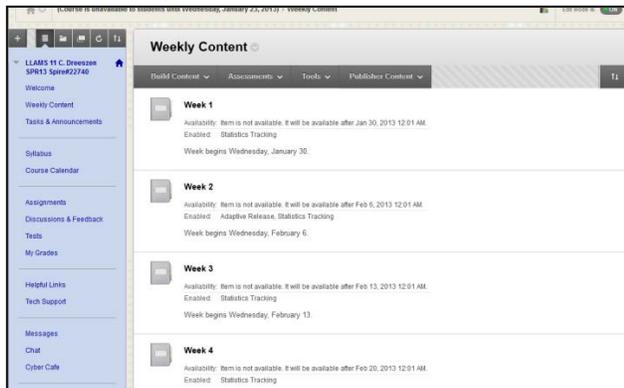
In order to orient you to this class, below is a basic overview of the location of the main areas of your Blackboard Learn (online students) or Moodle (campus students) course. The sites are designed to be as user-friendly as possible. Below are the key components of the class, and which navigational links to use to access them. Find the links for Moodle and Blackboard Learn at the top of the UMass homepage site and login with your netID.



## For Blackboard Learn: HOW TO ACCESS YOUR WEEKLY COURSE WORK

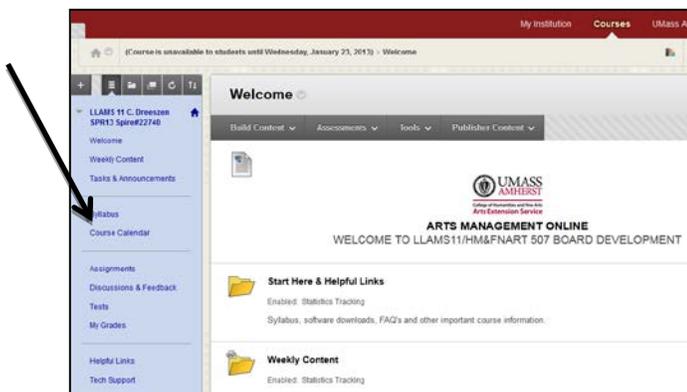


Open **Weekly Content** in the **Welcome** screen or course menu to access your weekly course work.



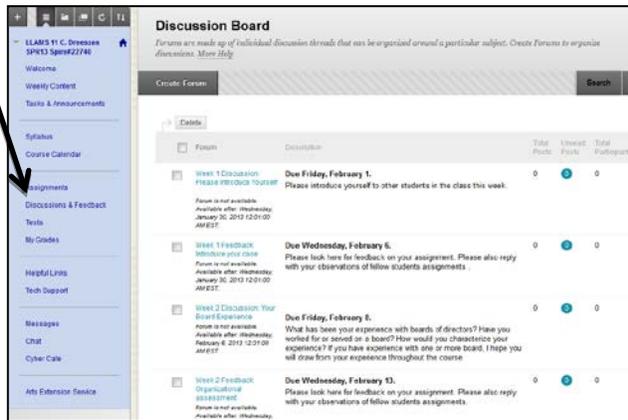
On the **Weekly Content** screen you will find links to each week containing a lecture, discussion question(s), feedback, and readings. *Note: Only a few weeks are visible in the early weeks of the semester. You will not be able to view any weekly content until the first official day of the course.*

## 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.

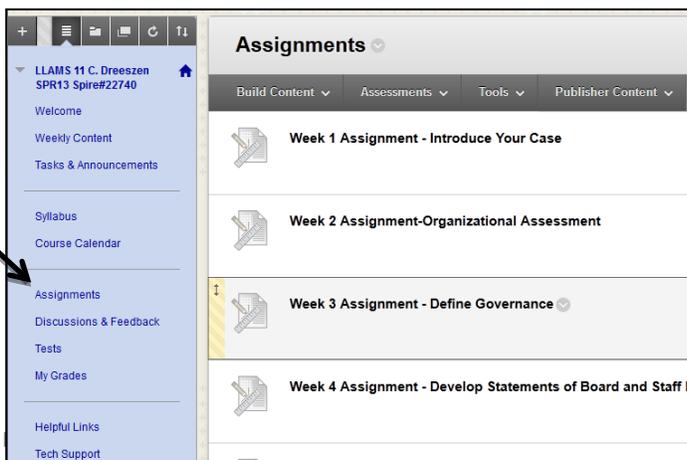
## HOW TO ACCESS YOUR WEEKLY DISCUSSION AND FEEDBACK TOPICS



Almost every week, you are asked to respond to an open-ended question about a particular aspect of the lecture or readings. Discussion is only relevant and interesting during the week of the topic. We move on quickly, so post and monitor others' posts. Do not fall behind as this is where students lose the most points (A's turn to C's). Online students will also post weekly Assignment in the Feedback section so that peers can offer feedback on 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".*

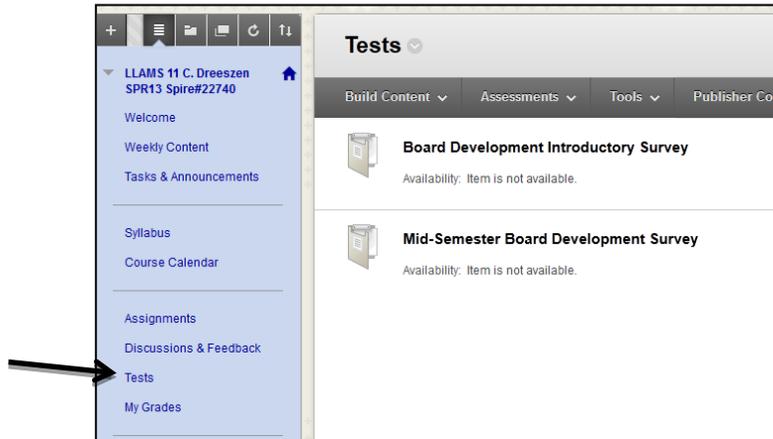
## HOW TO ACCESS YOUR WRITTEN ASSIGNMENTS



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*

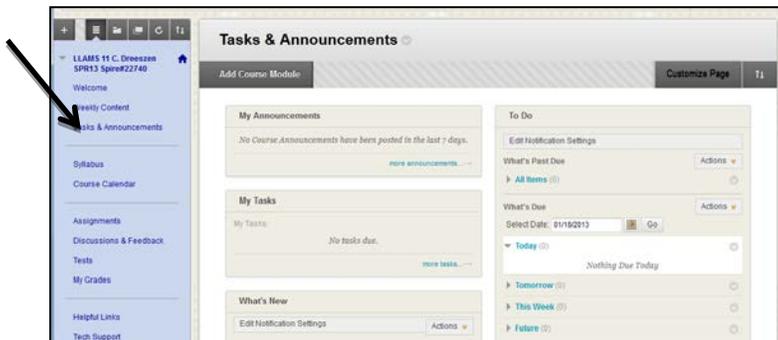
Vista students please note: the Publishing option in the Assignments tool is no longer available. You must also post your assignment in the Feedback forum for that week so that other students may read and respond to it. A tutorial on posting Assignments is located in your Student Orientation course under "Assignments and Grades".

## 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

The Cyber Café in Blackboard Learn is 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, this feature may appear on Blackboard Learn 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 one assignment and one discussion 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)

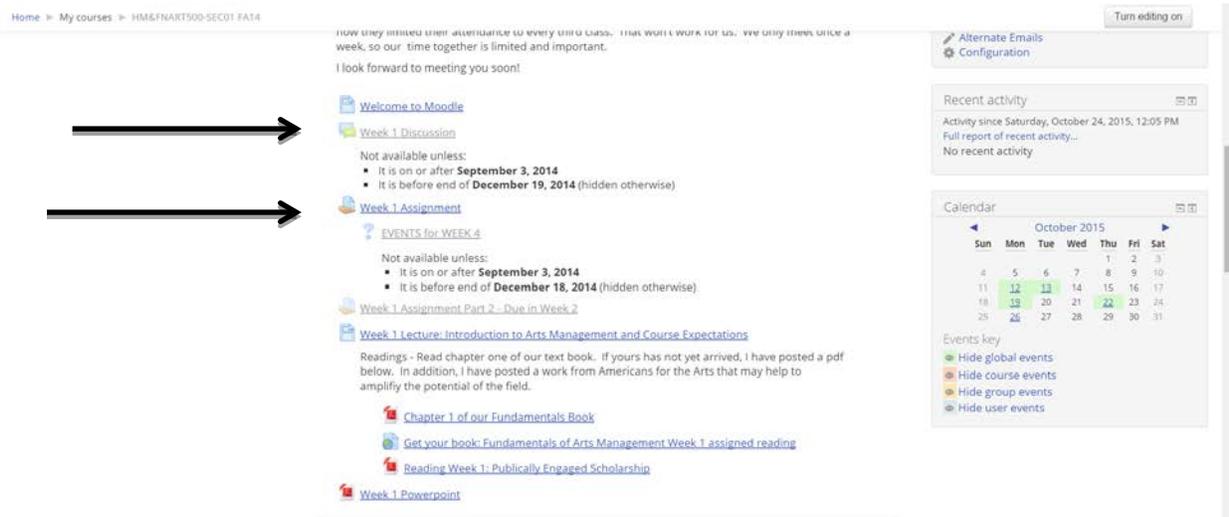
***If you are not available to moderate the discussion during your assigned week, it is your responsibility to swap dates with another student and notify me of this change.***

## For Moodle: HOW TO ACCESS YOUR WEEKLY COURSE WORK

The screenshot shows a Moodle course page for 'HM&FNART500-SEC01 Introduction to Arts Management, HM&FNART 500'. The page includes a navigation menu on the left with options like 'Home', 'My home', 'My profile', 'Current course', and 'My courses'. Below this is an 'Administration' menu with options such as 'Turn editing on', 'Edit settings', 'Filters', 'Download instructor files', 'Backup', 'Manage backup files', 'Import', 'Question bank', 'Legacy course files', 'Switch role to...', and 'My profile settings'. A black arrow points from the 'Turn editing on' option in the Administration menu to the 'Open all' button in the course content area. The course content area displays a welcome message from the instructor, Dee Boyle-Clapp, and a list of weekly sections: 'Week 1 - Introduction to Arts Management, Class Expectations, and Overview of Arts Management Roles and Responsibilities', 'Week 2 - Landscape of the Arts', and 'Week 3 - Inside the Landscape of the Arts in the U.S.- Arts Advocacy with Guest speaker Matt Wilson'. On the right side of the page, there are 'Quick Settings' and 'Activities' sections.

For campus students only. Open **Weekly Content** by expanding one section or expanding all.

## HOW TO ACCESS YOUR WEEKLY DISCUSSION TOPICS



The screenshot shows a Moodle course page for 'HM&FNART500-SECD1 FA14'. The page content includes a welcome message, a 'Welcome to Moodle' link, a 'Week 1 Discussion' link, a 'Week 1 Assignment' link, and an 'EVENTS for WEEK 4' section. The 'Week 1 Discussion' and 'Week 1 Assignment' links are highlighted with black arrows. The 'EVENTS for WEEK 4' section lists dates and times for various events. The right sidebar contains a 'Turn editing on' button, an 'Alternate Emails Configuration' link, a 'Recent activity' section, and a 'Calendar' for October 2015.

Under the weekly content, you will see links to access discussions, assignments and lectures. You must complete your discussions and assignments in deadlines specified by clicking on the links and following the instructions.

## HOW TO CHOOSE A CASE STUDY ORGANIZATION:

Case study organizations are a required component of this class. You will be applying your course work to a case study organization, for two reasons: (1) you will be making contact with professionals who work in the field of arts management, which will aid you in finding future employment in the field; (2) you will deal with the ambiguities and uncertainties of a real organization, which will prepare you for work in the field; (3) you will have the opportunity to apply your theoretical knowledge in practical situations. You must identify your case study organization by the second class session, and will be required to obtain information from your case study contact by the third class session, so you can complete course assignments. Here are some possibilities:

**Choose Your Own Organization** (highly recommended): If you are currently working or in an arts or culture organization, I recommend you use that organization as your case study organization.

**Choose a nonprofit organization where you volunteer:** You may obtain similar results by working with a nonprofit organization where you volunteer.

**Contact an area arts agency or nonprofit that interests you:** If you do not work or volunteer in a nonprofit agency, try contacting an organization whose work you find interesting. The Arts Extension Service office has forms and information that can help you in this initial conversation, so please contact them at [413-545-2360](tel:413-545-2360) for more information.

**Choose a campus-based organization:** For campus-based students, we will discuss on-campus options the first day of class.

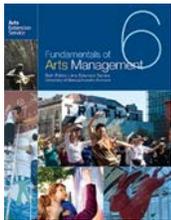
**A Note about Confidentiality:** None of your assignments require you to identify your case study, which you can keep entirely **confidential** (assigning a fictitious name to a real organization), should the organization be concerned about revealing its operations.

**If you have trouble...** If you have any trouble, send an email to your instructor first, or to the Arts Extension Service for help on choosing an organization.

## **LATE ASSIGNMENT POLICY:**

Only students with documented disabilities (see Students with Disabilities section below) are permitted to submit their assignments later than the agreed due dates. 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:

**Fundamentals of Arts Management**, sixth edition, 2016 (published by the Arts Extension Service). If you do not already own a copy of the Fundamentals of Arts Management, please order one online today by visiting the AES website at <http://www.umass.edu/aes/publications/fundamentals-arts-management-6th-edition>.

The cost of the book is \$69.00, plus shipping and handling. For international orders, please contact the AES office directly at [aes@acad.umass.edu](mailto:aes@acad.umass.edu). If you live locally, you may waive the shipping charge by buying the book directly at our office during business hours Monday to Friday 9 am to 4 pm.

All other readings will be posted in the course shell (Blackboard or Moodle) or will have links to websites.

Note that the bookstore does not ship international orders, so contact the Arts Extension Service at [aes@acad.umass.edu](mailto:aes@acad.umass.edu) to discuss options. Students who own a 5<sup>th</sup> edition may use it; new students should purchase the 6<sup>th</sup> edition.

## **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 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.

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.

### **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 (60% on campus)**

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:

<b>Grade</b>	<b>Grade</b>	<b>Description</b>	<b>Criteria</b>
A (4 points in grade book)	A	Exceptional	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.
B (3 points in grade book)	B	Exceeds Minimum Expectations	GOOD level of analysis. Would be A level work except lacks either supporting evidence from course lectures and readings, professional presentation, and/or original thinking. Student responds fully to assignment. Paper is posted on time. Equivalent to letter grade B.
C	C	Meets	BASIC level of analysis or did not fully respond to assignment. Paper

(2 points in grade book)		Minimum Expectations	may be poorly organized or contain significant grammar or spelling errors. Equivalent to letter grade C.
D (1 point in grade book)	D	Needs Improvement	SUPERFICIAL level of analysis, minimal effort, or paper is late and downgraded accordingly. Student does not respond fully to the assignment or provides incomplete or missing answers. Equivalent to letter grade C.
F (0 points in grade book)	F	No Participation	No posting, posted late (see syllabus policy), failed to revise returned work, work is plagiarized (see syllabus policy). Equivalent to letter grade F.
PASS (10 points in grade book)	PASS	NONCREDIT STUDENTS ONLY	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).

**2. Discussion Contributions and Moderation: 30% of overall grade (40% attendance and discussion)**

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. See rubric above.

**3. Online Feedback Thread: 20% of overall grade for online students**

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.

**QUALITY IN DISCUSSIONS....**

This is usually the easiest area for students. Students who receive higher grades tend to ...

- *respond fully* to the discussion questions (this may seem obvious, but answer all parts of multi-part question!)

- 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.

## QUALITY IN PEER FEEDBACK (online only)...

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 help 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/](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/](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](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 (online only):

### 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](mailto:aes@acad.umass.edu). Credit students are held to a higher standard for class participation and assignments (see above).

### Noncredit 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. You can also earn the courses for credit towards our certificate program. There is also a new campus Certificate in Arts Management for undergraduate students. Please visit <http://www.umass.edu/aes/degreescertificates/campus-certificate> for more details.

###