Seminar in Performing Arts Management-Fall 2018  
MUCE-4020/5020  

Tuesdays-Thursdays from 9:30-10:50am MUSI 2006  

**Instructor:** Dr. Fabiana Claure, Director of Career Development and Entrepreneurship in Music  
940-600-1565 ● fabiana.claure@unt.edu ● MUSI 321  

**Office Hours:** Tuesdays from 1-3pm and Thursdays from 1-2pm (by appointment please)

**Course description (For UNT Catalog):**  
This course will provide students with the tools and resources to create, develop, facilitate, and evaluate performing arts organizations. It will also cover music leadership techniques and examples to effectively lead an arts organization.

**Overview:**  
This course will provide students with the tools and resources to create, develop, facilitate, and evaluate performing arts organizations. It will also engage students in a series of project activities including fundraising, volunteering, and private consulting for a local non-profit that will allow them to gain hands-on experience. Case studies will focus on real-life situations faced by arts organizations as exemplified in the required textbook and the Eastman case Studies. Upon completion of this course, students will have developed essential skills in performing arts administration including board relations, management of volunteers, audience development, organizational management and leadership, venue management, and strategic planning for mission driven organizations. Through the course students will also develop an understanding of the structure of music and arts non-profit organizations, as well as the relationship between, leaders, volunteers, marketing and fundraising. Through readings, lectures, case studies, assignments, classroom and guest presentations, students will become acquainted with the arts management strategies and diverse trends used to embark in professional performing arts administration careers.

**Required textbook:**  
- Arts Management: Uniting Arts and Audiences in the 21st Century by Ellen Rosenwall

**Materials needed:**  
- We will be using the online platform Coro by iCadenza. Coro is a music entrepreneurship educational platform providing online video micro-courses, weekly coaching labs, and access to a Facebook community. We will be using this resource extensively in this class. Please purchase a semester access pass ($49) by going to https://members.icadenza.com/iclstudentpass/
- On the days when you or your classmates are presenting the various class assignments please bring a laptop to class. You will leave feedback on the Canvas Discussion Board for each classmate while they are presenting. If you do not have a laptop, you can use your student ID to sign one out in the CoM computer lab.
- We’ll use Lynda.com. As a UNT student, you have access to a free membership. In order to view the assigned Lynda.com videos in this syllabus, please visit theLynda.com website and sign in to “organizational portal”, write unt.edu, then use your UNT ID to login.
- Music Biz membership.
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- **Eastmann case Studies** Available online through our music library. You need to login to access the studies using your EUID.
  https://digital.library.unt.edu/search/?fq=str_title_serial:%22The%20Eastman%20case%22

- **Music Business Association**
  UNT College of Music is now an academic partner with the Music Business Association.
  All UNT students and faculty can take advantage of this partnership by signing up via the form below:
  https://musicbiz.wufoo.com/forms/q1e6tiw81lbq2iz/
  After signing up, you will be kept in the loop regarding future scholarship opportunities as well as the below member opportunities. Over $30k in scholarships have been awarded to students from academic partner schools in 2017.
  (From the Music Biz website)

**Events**

- **Music Biz**: Music Biz is an annual event where we bring together the content and commerce communities to set agendas to reach collaborative, meaningful and actionable solutions that will create the music landscape of tomorrow. The event will take place May 5-8th, 2019, in Nashville. With more than 2,000 attendees from all walks of the industry, 100+ educational sessions and a myriad of opportunities for meeting and networking, Music Biz will again be hosting another “career day” for students. We offer pre-scheduled speed-dating like interviews for students with HR representatives from companies in the music industry like Sony, WEA, Universal, CAA among others. We know of at least 6 students who have landed full-time positions as a direct result of these interviews.

- **Webinars**: Webinars are Music Biz’s way of helping members stay on top of changing technology, introducing them to new players in the marketplace, and providing them with research and analysis that helps them to make informed decisions about their businesses. Our virtual events are a forum to showcase new products and services, give members important Association updates, and present the newest market and consumer intelligence from our trusted research partners. Register for these complimentary webinars here. Archived events are also available to members by logging into the music biz website.

- **Law Series**: The Entertainment & Technology Law Conference Series was created to merge entertainment law issues with insight on the new technology and media concerns that are at the forefront of the entertainment and technologies industries. Known for debating hot topics and bringing together the most knowledgeable speakers, this is a must-attend event for anyone who wants the opportunity to interact with industry advocates and influencers. Our next event takes place in Nashville in conjunction with the annual convention.

- **Knowledge**: Our whitepapers, infographics and research reports give members access to the important data and metrics needed to make smart decisions. As these are deliverables from our workgroups structure, these resources also allow members to showcase their company or expertise by participating in their creation.

**Reef Polling:**
We will be using this online class polling system as a way to foster engagement, participation and interaction during class. You are required to register for REEF and bring a device (computer,
smartphone or tablet) to class. You may check out a laptop from the Music Computer Lab (MU-239). Because REEF is flexible across devices, you may participate by choosing one of the two options below:

1) REEF Polling app from your appstore

2) REEF Polling website – https://app.reef-education.com

To connect to this course use the link provided in Canvas. For further instructions please refer to the PDF file in the “getting started” module on the home area of Canvas. The REEF polling activities will count towards 10% of your final grade. If you are not in class when a REEF poll is administered, you will receive a zero for that day’s participation and attendance grade. No make-ups will be given. Please note that any improper use of REEF by which you are not submitting your own work in class will be considered cheating.

**Required attendance to bi-weekly Music Entrepreneurship Departmental:**
Students enrolled in this class are required to attend departmental meetings every other Wednesday from 11-11:50 am in the Recital Hall (MUSI 301) on the following dates:
- September 5
- September 16
- October 3rd
- October 17th
- October 31st
- November 14th
- November 28th

**Online enrollment requirements for music entrepreneurship departmental:**
To access certain course content for our music entrepreneurship departmental, students need to self-enroll in Canvas. To self-enroll, simply follow the link below:

https://unt.instructure.com/enroll/C7A367

**Online resources:**
- Leadership Library (available from UNT library): [http://iii.library.unt.edu/record=e1000045~S12](http://iii.library.unt.edu/record=e1000045~S12)
- Foundation Center (available from UNT library): [http://iii.library.unt.edu/record=e1000857~S12](http://iii.library.unt.edu/record=e1000857~S12)
- Guidestar.org UNT access link: [http://iii.library.unt.edu/record=e1001347~S12](http://iii.library.unt.edu/record=e1001347~S12)
- [www.charitywatch.org](http://www.charitywatch.org)
- [www.charitynavigator.org](http://www.charitynavigator.org)

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- Americans for the Arts
- https://artsu.americansforthearts.org/
- Tessitura Network
- http://www.artsjournal.com/artfulmanager/
- http://www.artsjournal.com/category/music
- Musicalamerica.org
- ArtsJournal.com- daily or weekly summary of arts news
- Magazines/Online Resources- Musical America (musicalamerica.com); Gramophone, BBC Music, Strings, Strad, DownBeat, Jazz Times, ect.
- Americans for the Arts (www.artsusa.org)- great arts research
- National Endowment for the Arts (www.arts.gov)- national arts topics and research
- Member organizations and their newsletters/publications- American Symphony Orchestra League (www.americanorchestras.org); Opera America (www.operaamerica.org); Chorus America (www.chorusamerica.org); Chamber Music America (www.chamber-music.org)

Recommended Books (from Lynda.com non-profit management video)
Books on Leadership
- Built to Last, Good to Great, and Great by Choice by Jim Collins
- Good to Great and the Social Sectors by Jim Collins
- Forces for Good: The Six Practices of High-Impact
- Nonprofits by Leslie R. Crutchfield and Heather McLeod Grant
- High-Performance Nonprofit Organizations by Christine W. Letts, William P. Ryan, and Allen Grossman
- In Search of Excellence by Thomas J. Peters and Robert H. Waterman, Jr.
- Leadership Without Easy Answers by Ronald Heifetz
- True North by Bill George

Books on Social Innovation and Entrepreneurship
- How to Change the World: Social Entrepreneurs and the Power of New Ideas by David Bornstein
- New Social Entrepreneurs: The Success, Challenge, and Lessons of Nonprofit Enterprise Creation by
- Jed Emerson and Fay Twersky
- One Day, All Children...: The Unlikely Triumph of Teach for America by Wendy Kopp
- Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit by
- J. Gregory Dees, Jed Emerson, and Peter Economy
- The Fifth Discipline: The Art and Practice of the Learning Organization by Peter M. Senge
- The Innovator’s Dilemma by Clayton M. Christensen

Course Projects and Grading System:

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- Classroom attendance and 10%
- Reading/video assignment homework comments and presentations 30%
- In-class live participation via REEF polling 10%
- Volunteering assignment 10%
- Fundraising project 20%
- Group project: consulting for a local non-profit organization 20%

*Note regarding difference in expectations for undergraduate vs graduate students: Graduate students will be required to submit longer submissions for each of the course assignments. For example, if the assignment requires 2 pages of answers, then undergraduates will only be required to submit 1 page.

**Late submissions:**
Unless otherwise indicated, all assignments are due by 9:30am on the date listed on the syllabus. Any assignment or presentation made after the date/time will be considered late. If you submit your assignment at 9:30 am on the date, it will be considered one day late.

Assuming the content is thorough:
- Submitted on time: A
- Submitted one day late: B
- Submitted two days late: C
- Submitted after that: no credit

Grades of Incomplete (I) are only given during the last few weeks of the semester to students in the most select of circumstances (such as sudden illness or family emergency) to students who are passing in the course at that time. Please see me if you have questions.

**Course policy for attendance, participation, and absences:**

Attendance and participation is mandatory and imperative in order for you to reap the full benefits of this class and to receive a grade. This class is intended to prepare you for the professional workplace. Therefore, you must demonstrate diligence and a proactive attitude that positively reflects your work ethic--just like you would in a real work environment. You are expected to be on time and to come prepared to each class meeting. It is your responsibility to have completed the reading/video assignments and to have submitted comments in Canvas according to the syllabus’ weekly schedule. If you have a legitimate emergency, please provide an official written medical or other similar verification before class. The entire group class session begins promptly at 9:30am. If you are absent, assignments are still on the date announced in class and it is your responsibility to make up the work that you missed during that particular class period. If you have an unusual circumstance that causes you to be late, please enter quietly without disrupting your colleagues. If you are unable to attend the departmental meetings every other Wednesday, you must provide written documentation explaining the schedule conflict and request approval to be dismissed from these bi-weekly Wednesday meetings.
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Reading/video assignments:
Students will be assigned various readings and video assignments beyond the required text. Students will provide written comments to discussion questions and will take turns presenting in class various portions of the reading assignments. Students will take the role of facilitators in class leading discussions and handling various points of view, hence developing emotional intelligence and leadership skills.

Volunteering Experience In order to understand how volunteers think and work each student will take part in a meaningful volunteering experience. Students will provide a debrief of their experience (one page document that will list their activities, dates/times, lessons learned, outcome of the experience…). Students will submit their volunteering experience proposal with a detailed timeline by Sept. 11th. Students will be required to take pictures of volunteering and fundraising assignment experiences for class presentations.

Note (1): This activity must happen during the semester for the student to receive credit.
Note (2): This experience has to be related to Music or the Arts.

Fundraising Project In order for students to develop the ability to raise money for an organization as well as to understand the psychology behind asking and giving funds, students will complete a fundraising project with the organization of their choice. Students will have to document their work (i.e. link to fundraising platform, grant documents, press, promotional documents, outcome of the campaign, and your role in this process). Students will submit their fundraising project proposal with a detailed timeline by Oct. 2nd. In the project proposal, be sure to include what date will the campaign end as the campaign must be completed before the assignment is due.

Note (1): This activity must happen during the semester for the student to receive credit.
Note (2): Students may work on the same fundraising project but each student in the class will submit an individual report regarding the part played within the project.
Note (3): This experience has to be related to Music or the Arts.

Group Project Each student will be expected to participate in a group project that will answer pressing questions for an existing non-profit organization. Using the research skills and resources learned in the class, students will prepare a report and present for the leadership team of the non-profit at the end of the semester. Students will submit their group project proposal with a detailed timeline by Oct. 23rd. Some examples of questions may be:

Question 1: What are the best days for the arts organization to present concerts and shows in the area?

To answer this question:
1. Students will use the data provided by arts organization regarding history of performances and ticket sales revenue

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2. Create a yearly calendar for the 2018-2019 concert season with a color scheme (i.e. holidays in red, days not recommended in black, premium dates in green, second best dates in blue...). Some days could have more than one color.
3. From that point on, students will assess what is (on average) the best day in the week to have the arts organization present concerts and shows. What is the second best, third best, and so forth. A crucial piece of information is to know what is the worst possible day(s).
4. Students will propose a debrief document justifying the reasoning behind the chosen color scheme (students may use a table to formulate their answer). This document will be submitted with the results and suggestions to the arts organization.

**Question 2:** Financially speaking, what is the best venue in the city for arts organization to use to present concerts and shows in the future?
To answer this question:
1. Use the financial data provided by the arts organization
2. Create a comparative table with the following variables:
   i. Size of the venue
   ii. Location
   iii. # of shows presented in that venue in the past 5 years
   iv. Services provided
   v. Cost of doing business
   vi. Financial Outcome (best case, worst case, and average)
3. Propose a debrief document that will be submitted with your results and suggestions to the arts organization
4. Prepare a presentation to showcase in class for representatives of the arts organization

**Question 3:** How much impact it is making on attracting patrons from the arts organizations’ nearest community as well as other cities and thus its impact on cultural tourism? In order to provide an educated answer to this demographic study:
1. Students will use the data provided by the arts organization.
2. Create a table with the following variables for each of the past 5 years
   i. Number of Patrons for each city per year
   ii. Increase and Decrease % from year to year for each location
   iii. Demographics data if available
3. Propose a debrief document that will be submitted as a presentation with the results and suggestions to the arts organization

**Question 4: Direct Marketing:** when is the best day in the week for the arts organization to send emails? How many emails about the same offering becomes too much and does it impact the arts organization’s brand identity?
To answer these questions:
1. Students will use the data provided by the arts organization
2. Using the customers feedback create a table including all pertinent metrics (i.e. # of customers to unsubscribe to Constant Contact, comments, number of emails read,...)
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3. Propose a debrief document that will be submitted with your results and suggestions to the arts organization.

**Learning Center Support Services**
For additional academic learning support, be sure to contact the Learning Center. You may find more information at: [https://learningcenter.unt.edu](https://learningcenter.unt.edu)

**Writing Lab**
Students can access free writing tutoring through the Writing Lab. For more information visit: [http://writinglab.unt.edu](http://writinglab.unt.edu)

**Academic Integrity**
Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

LINK: [http://facultysuccess.unt.edu/academic-integrity](http://facultysuccess.unt.edu/academic-integrity)

**Student Behavior**
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. *(Also see below, UNT Care Team)*

Link: [https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct)

**Access to Information-Eagle Connect**

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Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect.

LINK: eagleconnect.unt.edu/

**ODA Statement**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation.

LINK: disability.unt.edu. (Phone: (940) 565-4323)

**2017-2018 Semester Academic Schedule (with Add/Drop Dates)**
Link: http://catalog.unt.edu/content.php?catoid=17&navoid=1737

**Academic Calendar at a Glance, 2017-2018**
Link: https://www.unt.edu/catalogs/2017-18/calendar

**Final Exam Schedule**
Link: http://registrar.unt.edu/exams/final-exam-schedule/fall

**FINANCIAL AID AND SATISFACTORY ACADEMIC PROGRESS**

**Graduates**
A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 3.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Music scholarships require a 3.5 cumulative GPA. Students cannot exceed maximum timeframes established based on the published length of the graduate program. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended you schedule a meeting with an academic advisor in your college, an advisor in UNT-International or visit the Student Financial Aid and Scholarships office to discuss dropping a course.

LINK: http://financialaid.unt.edu/sap

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Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates.
Link: http://ferpa.unt.edu/

Responding to Students in Distress: UNT Care Team
Please visit the CARE Team website to tips to recognize students in distress and what you need to do in cases of extreme behavior or references to suicide.
Link: http://studentaffairs.unt.edu/care

Related Field in Music Entrepreneurship
The Related Field in Music Entrepreneurship is a selective program for eligible graduate music students. It provides a framework for advanced coursework and internship opportunities in music entrepreneurship, arts administration and management, business, communication, networking, leadership, marketing, and additional subjects. Students who complete the related field will further develop their entrepreneurial skills and music business experience. While admission in the related field is limited and competitive, music entrepreneurship courses are open to all students who meet the relevant prerequisites. Interested applicants must contact their major field professors and/or area advisors to decide if this is an option for their degree plan.

Qualifications

- Successful completion of the MUCE-5000 (The Musical Entrepreneur) or equivalent.
- Students with demonstrated experience launching a music-related venture—either non-profit or for-profit—will be preferred. Examples include Sole Proprietorship, LLC, S-Corp, C-Corp, Partnership, or any other type of business entity.
- Students with experience in performing arts management and/or administration may also qualify. Examples include working for an existing musical organization (e.g. a symphony orchestra or choir, a chamber music ensemble, an educational institution, a community outreach musical program, or other). Such experience can be acquired by completing the MUCE 5030 (Practicum in Music Entrepreneurship / Performing Arts Management). Complete application information can be viewed at:
  http://career.music.unt.edu/related-field
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**Fall Term Schedule**
*(subject to changes and revisions which will be announced in advance)*

<table>
<thead>
<tr>
<th>Topics</th>
<th>In-class assignments submission dates (always by 9:30am)</th>
<th>Reading selections and video assignments.</th>
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<tbody>
<tr>
<td></td>
<td>Assignments will be submitted via Canvas and will be presented orally in class. The amount of time allowed for each class presentation will vary and depend on the assignment. Students will submit written feedback for their peers during each presentation via the discussion board on Canvas.</td>
<td>For each reading/video assignments, please add 1-2 comments to the Canvas discussion board, and be prepared for an in-class discussion and interactive REEF polling activity.</td>
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**Week 1:**
Class overview, intro to performing arts management, Eastman case Studies overview

Complete these steps to acquire and familiarize yourself with required course materials:

1. Purchase semester pass for Coro by iCadenza by following the link below: [https://members.icadenza.com/iclstudentpass/](https://members.icadenza.com/iclstudentpass/)
2. Self-enroll in Canvas Course “Music Entrepreneurship” by following the link below: [https://unt.instructure.com/enroll/C7A367](https://unt.instructure.com/enroll/C7A367)
3. Sign into lynda.com (using “organization portal”, enter unt.edu, then your EUID to login
4. Sign up for a free Music Biz UNT student membership by filling out this link. Make sure you use your unt.edu email address.

Thursday, August 30th
Chapter 1 discussion questions
<table>
<thead>
<tr>
<th>Week 2: Chapter 2: Management in the Arts Organization</th>
<th>Tuesday, September 4th</th>
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<tbody>
<tr>
<td>Eastman case study 1</td>
<td>1. Chapter 2 discussion questions</td>
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<td>2. Eastman case study discussion questions</td>
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<td>Thursday Sept. 6th:</td>
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<tr>
<td>Watch Coro by iCadenza micro-course “Developing and Presenting Community Engagement Events”</td>
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<td>● Submit completed micro-course worksheets via Canvas discussion board</td>
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<tr>
<th>Week 3: Chapter 3: Organizational Structure</th>
<th>Tuesday, September 11th</th>
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<tr>
<td>Sept. 11th Volunteering Experience Proposals</td>
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<tr>
<td>Tuesday, September 11th</td>
<td>Chapter 3 discussion questions</td>
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<td>For Thursday Sept. 13th:</td>
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<tr>
<td>1. Watch Lynda.com video: Non-Profit Management Foundations and submit comments</td>
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<td>2. Eastman case study discussion questions</td>
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<tr>
<th>Week 4: Chapter 4: Planning for Organizational Success</th>
<th>Tuesday, September 18th</th>
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<tr>
<td>For Thursday Sept. 20th</td>
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<tr>
<td>Watch Coro by iCadenza micro-course “Making it Happen: A Guide to Self-Producing”</td>
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<td>Submit completed micro-course worksheet via Canvas discussion board</td>
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<td>Week 5:</td>
<td>Chapter 5: Governance and the Board of Directors</td>
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<td>Tuesday, September 25th Chapter 5 discussion questions</td>
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<td>Sept. 27th Volunteering Experience Classroom presentations</td>
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<th>Week 6:</th>
<th>Chapter 6: Human Resources in the Arts Organization</th>
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<td>October 2nd: 1. Chapter 6 discussion questions 2. Review Mark Landson’s questions and comments regarding final consulting project. Submit comments via Canvas</td>
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<td>Oct. 4th: Eastmann Case Study “My House is Your House: Groupmuse’s Revival of Chamber Music”. Submit discussion questions via Canvas</td>
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<td>Oct. 4th Fundraising project proposals Oct. 4th</td>
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<th>Week 7:</th>
<th>Chapter 7: Program Planning and Evaluation</th>
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<tr>
<td></td>
<td>Oct. 9th Chapter 7 discussion questions</td>
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<td></td>
<td>Eastman case study (Expanding Musical Explorers at Carnegie Hall)</td>
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<td></td>
<td>Oct. 11th 1. Watch and comment on Coro Micro course: “Grant Writing Fundamentals”. Submit worksheet via Canvas</td>
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<th>Week 8:</th>
<th>Chapter 8: Financial Management in the Arts Organization</th>
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<td>Oct. 16th Fundraising Reports due</td>
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<td>Oct. 16th 1. Chapter 8 discussion questions 2. Watch and comment on video: Librarians presentation for grants and foundation research- PIVOT</td>
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<td>Oct. 18th 1. Watch and comment on Coro Micro course: Audience Identification</td>
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<td>Week 9:</td>
<td>Chapter 9: Planning for Financial Management</td>
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<td>Oct. 25th Final project proposals</td>
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<tr>
<th>Week 10:</th>
<th>Chapter 10: Fundraising Basics</th>
<th>Oct. 30th</th>
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<td>Chapter 11: Fundraising Nuts and Bolts</td>
<td>1. Chapter 10 discussion questions</td>
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<td>2. Watch and comment on Coro Micro-course “The Art of Collaboration”</td>
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<td>Nov. 1st Chapter 11 discussion questions</td>
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<td>Eastman Case Study</td>
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<th>Week 11:</th>
<th>Chapter 12: Education and the Arts</th>
<th>Nov. 6th</th>
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<td>Discussion of final projects progress</td>
<td>Nov. 8th Eastman case study discussion questions</td>
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<th>Week 12:</th>
<th>Chapter 13: Marketing and Audience Development</th>
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<td>Chapter 13 discussion questions</td>
<td>Class discussion for consulting project</td>
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<td>Nov. 15th Eastman case study</td>
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<th>Week 13:</th>
<th>Chapter 14: Marketing Techniques</th>
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<td>Chapter 14 discussion question</td>
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| *No class Thursday Nov. 22nd (Thanksgiving holiday)* | Week 14: Chapter 15: Community Engagement  
Chapter 16: Advocating for the Arts | Nov. 27th: Chapter 15 discussion questions  
Nov. 29th: Chapter 16 discussion questions |
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<td>Week 15: Preparation for final consulting project presentations</td>
<td>Live presentations for leadership team arts organization Dec. 6th</td>
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