

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-70	Apr 4/19/05	Apr 4/26/05

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Joette Wisnieski	Email Address wisnie@iup.edu
Proposing Department/Unit Management	Phone 724-357-5912

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
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2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

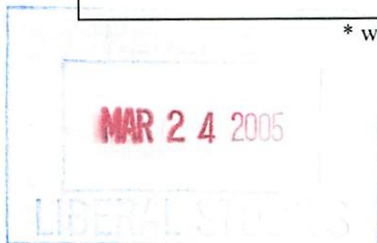
3. Program Proposals

New Degree Program Program Title Change Program Revision
 New Minor Program New Track

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joette Wisnieski</i>	2-24-05
Department Chair(s)	<i>Pravata B. N.</i>	2/25/05
College Curriculum Committee Chair	<i>Robert Wilkie</i>	2/28/05
College Dean	<i>Kabir C. Long</i>	2/28/05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4-19-05

* where applicable



1. Catalog Description

Minor in Entrepreneurship for Fine Arts Students The Minor in Entrepreneurship for non-business majors program will assume no prior knowledge of business. Fine arts students are usually involved in starting and running their own business, developing and starting small performing groups, developing and running nonprofit community theatres. Students would develop the skills necessary to evaluate opportunities within their industry. They would learn, among other things, to (1) analyze their competition, (2) develop marketing and financial plans, (3) explain intellectual property rights, (4) negotiate contracts, and (5) write a business plan that could be used to obtain financing from banks, investors, or other sources of funding. These skills are all central to the creation and development of new ventures. This is a joint effort of four departments and represents an, 18-credit minor for fine arts majors. The program is designed to give nonbusiness majors a general background in starting and running a small business

Minor in Entrepreneurship (for fine arts majors) 18

Required Business Courses:			18
ACCT 200*	Foundations of Accounting I	3cr	
MGMT 275	Introduction to Entrepreneurship	3cr	
MKTG 311**	Arts Marketing	3cr	
MGMT 325	Small Business Management	3cr	
BTST 321	Business and Interpersonal Communications	3cr	
MGMT 450*	Case studies in Arts Management	3cr	

* has passed the college wide curriculum committee

** has passed the UWUCC but not in catalog

2. Detailed Description

This will be an 18 credit minor aimed at fine arts majors. Almost every nascent professional artist, musician, or theatre professional is embarking on an entrepreneurial venture, but traditional fine arts education does not stress the entrepreneurial skills needed to parlay talent into a successful professional career. Fine arts students are usually involved in starting and running their own business, developing and starting small performing groups, developing and running nonprofit community theatres. Students would develop the skills necessary to evaluate opportunities within their industry. They would learn, among other things, to (1) analyze their competition, (2) develop marketing and financial plans, (3) explain intellectual property rights, (4) negotiate contracts, and (5) write a business plan that could be used to obtain financing from banks, investors, or other sources of funding. These skills are all central to the creation and development of new ventures. General business classes do not address the problems unique to entrepreneurs who must create a business with few or no guidelines, few resources, limited knowledge of available intellectual property protections, and the huge risks that accompany venture creation. While discussions with the Fine Arts faculty indicate this is a real need in their curriculum, they do not have the resources internally to teach these courses. A partnership with the Business faculty would allow the two groups of faculty to work together to develop and adapt courses that will fit their student needs. These courses would then be taught by ECOB&IT faculty and promoted by Fine Arts faculty.

Part III. Implementation

1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty.

Management Courses--Two faculty in the management department are currently receiving an editorial release to edit a journal. This journal is transferring this year to another institution so those faculty will be teaching two additional sections of a management course allowing us to add additional sections if needed.. Faculty resources are adequate.

ACCT 200- This course is specifically designed for those non-business majors who are currently enrolled in Accounting Principles I (ACCT 201). The additional sections of ACCT 200 would be offset by the reduction in ACCT 201 sections required, therefore, no additional resources would be needed.

MKTG 311- No new faculty member is required to teach this course. All faculty members in the Marketing Department are qualified to teach this course. This course will be offered once a year (Fall or Spring or Summer). If the course is offered during Fall/Spring semester, one less section of MKTG320 will be offered without significantly affecting the ability of students who need access to MKTG320. If the course is offered in the summer sessions, it will be done on a "contingent basis" subject to minimum enrollment requirements for course financial viability.

BTST 321-Multiple sections are offered every semester. It is not anticipated to be a problem.

2. Are other resources adequate? (Space, equipment, supplies, travel funds)

Yes

3. Do you expect an increase or decrease in the number of students as a result of these revisions?
If so, how will the department adjust?

This change will not have any significant workload impact on any of the departments. However, the change will assure fine arts students the choice of taking important business courses.

Par IV. Periodic Assessment

1. Faculty from four business departments and three fine arts departments worked on the original curriculum proposals and development of the project. Faculty representing these seven departments will meet after two years (one complete cycle.) Student evaluations will occur in each course and a program evaluation will be administered in MGMT 450 the last class in the minor. Faculty from each of these departments will meet and review the program evaluation.

Part V. Course Proposals

ACCT 200-Course has passed the college wide curriculum.

II. Description of Curricular Change

1. Syllabus of Record

The syllabus of record for this new course is attached – Appendix A

2. Course Analysis Questionnaire

Section A: Details of the course

A1. This course will fill the needs of those non-business majors who either for personal or professional reasons require some exposure to basic accounting concepts and principles. There are no courses in the department's curriculum that are designed to achieve that objective. The existing principles courses are structured to meet the needs of business majors and are part of the college's junior standing requirements.

A2. No existing courses nor requirements will be affected by this new course.

A3. This course has never been offered at IUP.

A4. This course will not be dual listed.

A5. This course will not be taken for variable credit

A6. Following is a partial list of other four year accredited institutions that offer an introductory accounting course to non-business majors.

- . Indiana University at Bloomington, Foundations of Accounting
- . University of Illinois-Urbana, Fundamentals of Accounting
- . SSHE schools
 - .. Bloomsburg – Minor for Non-business majors
 - .. Clarion – Introductory Accounting Survey

A7. Although the content, and the skills received from this course, will provide much needed value added to this group of students, I am not aware of any professional nor accrediting requirements.

Section B: Interdisciplinary Implications

B1. This course will only be taught by accounting faculty

B2. The accounting function is integrated throughout various business disciplines, but because of the specialized nature of this course and its content, there is no conflict between courses offered by other departments.

B3. This course will not be cross-listed with other departments.

B4. Seats will be made available to students in the School of Continuing Education.

Section C: Implementation

C1. This course is specifically designed for those non-business majors who are currently enrolled in Accounting Principles I (ACCT 201). The additional sections of ACCT 200 would be offset by the reduction in ACCT 201 sections required, therefore, no additional resources would be needed.

C2. Resources;

- . Space – the existing space in the Eberly College of Business and Information Technology will be adequate for the needs for this new course.

- . Equipment – the expansion of the computer facilities within the college will be sufficient to accommodate the technology requirements for this course.

- . Laboratory Supplies and other Consumable Goods – existing resources will be adequate.

- . Library Material – library resources will be adequate

- . Travel Funds – This course will not require any additional travel.

C3. None of the resources for this course are funded by a grant.

C4. This course will be offered each semester during the regular academic year. Summer offerings will be based upon enrollment.

C5. At least one section of this course will be offered each semester.

C6. Each section can accommodate up to 45 students. This number is limited by the number of computer stations in the lab and is also based upon the number of non-business majors currently enrolled in the Accounting Principles course.

C7. I am not aware of any professional society recommendations for enrollment limits or other parameters for this course.

C8. This course is not currently intended for distance education delivery but could easily be adapted in the future if student and program needs change.

NEW SYLLABUS OF RECORD

ACCT 200 Foundations of Accounting

3c-01-3cr

I. Catalog Course Description

Prerequisite – Non-business Majors and Sophomore Standing

The course is designed to provide a framework in which non-business majors can see how accounting relates to and reports on business activities. It introduces the basic financial accounting concepts, principles, and practices applied to the preparation and interpretation of the major financial statements. It takes a business process approach to the information requirements of external decision makers.

II. Course Objectives

The student will:

1. Understand the role of accounting in business
2. Differentiate between Cash Basis and Accrual Basis of Accounting
3. Use accounting information found in financial statements to improve decision making skills.

III. Detailed Course Outline

Lesson 1: Business – What’s It All About?	4hrs.
. The nature and structure of business entities	
. Information needs for decision making in business	
. Overview of the basic financial statement	
Lesson 2: Qualities of Accounting Information	4 hrs.
. Generally accepted accounting principles	
. Objectives and characteristics of financial statements	
. Cash basis and accrual basis accounting	
Lesson 3: Timing is everything in Accounting	4 hrs.
. Measuring Income	
Lesson 4: The Mechanics of an Accounting System	4 hrs.
. The Accounting Cycle	
. The need for adjusting and closing entries	
Lesson 5: Acquisition and Use of Business Assets	4 hrs.
. Accounting for Long-term assets	
Mid Term Examination	2 hrs.
Lesson 6: Acquisition and Payment: Inventory and Liabilities	4 hrs.
. Inventory valuation	

. Classifying, recording, and reporting liabilities

Lesson 7: Sales and Collection Cycles	4 hrs.
. The bank reconciliation	
. Estimating, reporting, and evaluating uncollectible accounts	
Lesson 8: Special Acquisitions: Financing a Business with Debt	4 hrs.
. Time value of money	
Lesson 9: Special Acquisitions: Financing a Business with Equity	4 hrs.
. Accounting for owners' contributions to a company	
. Stock activities and transactions	
Lesson 10: Financial Statement Analysis	4 hrs.
Final Examination	2 hrs.
Total	44 hrs

IV. Evaluation Methods

Chapter Quizzes	20%
Homework and In-class exercises	20%
Mid term and Final Examinations	50%
Internet exercises	10%
Total	100%

V. Example Grading Scale

A	=	90 -- 100
B	=	80 -- 89
C	=	70 -- 79
D	=	60 -- 69
F	=	Less than 60

VI. Undergraduate Course Attendance Policy

“The university expects all students to attend class.” Your attendance and participation in classroom activities is an important component in the overall learning environment and is therefore strongly encouraged. Although attendance is not mandatory, failure to attend classes will impair your level of performance on the chapter tests, exams, and your ability to complete the homework assignments and in-class exercises.

VII. Required Textbook(s), Supplemental Books and Readings

Financial Accounting – A Business Process Approach, Jane L. Reimers, Prentice Hall, 2003.

Getting Started with Quick Books (2nd ed.), Janet Horne, Prentice Hall, 2003.

VIII. Special Resource Requirements

No additional requirements

IX. Bibliography

Accounting: What the Numbers Mean (6th ed.). David H. Marshall, Wayne W. McManus, Daniel F. Viels. Irwin 2004.

Survey of Accounting (2nd ed.). Carl S. Warren. Thomson-South-Western 2004.

Financial Accounting (11th ed.). Williams, Hahn, Bettner, Meigs. McGraw-Hill Irwin 2003.

Financial Accounting: The Impact on Decision Makers. Gary A Porter, Curis L. Norton. Thomson-South-Western 2004.

Introduction to Financial Accounting: A User Presentation (3rd ed.). Michael L. Werner, Kumen H. Jones. Pearson Prentice Hall. 2004.

Financial Accounting: For Future Business Leaders, Warren, Reeve. Thomson-South-Western 2004.

Fundamental Financial Accounting Concepts (4th ed.). Edmunds, McNair, Milan, Olds. McGraw-Hill Irwin 2003.

Financial Accounting: A New Perspective. Paul Solomon. McGraw-Hill Irwin 2004.

Introduction to Accounting: A User Perspective (2nd ed.). Michael L. Werner, Kumen H. Jones 2004.

Financial Accounting: Tools for Business Decision Making (3rd ed.). Kimmel, Weggandt, Kieso. Wiley 2004.

Fundamental Accounting Principles (16th ed.). Larson, Wild, Chiappetta. McGraw-Hill Irwin 2002.

MKTG 311-Arts Marketing

**** SYLLABUS OF RECORD ****

I. Catalog Description

MKTG 311	Arts Marketing	3 class hours 0 lab hours 3 credit hours
Prerequisites:	Junior Standing; For Non-Business Majors Only Students who have completed or required to do MKTG320 should not register for this course.	(3c-0l-3cr)

An introductory course in modern marketing concepts and applications as they relate to building, maintaining and developing audiences and clients for performing and visual arts organizations as well as arts market entrepreneurs. Topics include audience/client marketing research and segmentation, public and media-relations strategies, sales and communication functions, pricing issues, Internet based marketing strategies, database-relationship marketing and fund raising.

II. Course Objectives

Upon successful completion of this course students will be able to:

- Understand and apply core marketing concepts, principles and theories in situations involving performing, visual and entrepreneurial arts market settings.
- Have a basic knowledge of the tools and techniques used in marketing decision making and designing the marketing mix in Arts Marketing settings.
- Develop a basic marketing plan for an arts organization or their own entrepreneurial arts ventures.
- Research and understand the major marketing trends in their fields of interest (Performing Arts, Visual Arts, Arts Entrepreneur, Fundraising/Sponsorship for the Arts, Arts Appreciation, and Museum Marketing etc.).
- Demonstrate marketing problem solving skills through applied case studies in Arts Marketing.

III. Course Outline

- A Marketing: Managing Mutually Beneficial Client/Customer Relationships
 - (1) The Performing Arts: A Growing Crisis (Kotler & Scheff)
 - (2) The Marketing Mind-Set in Arts Markets (K&S)
- B Organizations and Marketing Strategy: Partnering to Build Customer/Audience Relationships.
 - (1) Understanding the Performing Arts Audiences and Markets (K&S)
 - (2) Growth Strategies for Arts Entrepreneurs
- C Researching the Arts Marketing Environment and Analyzing Marketing Information.
 - (1) Determining Market Size and Audience Desires – Market Research (K&S)
 - (2) Exercise: Conducting a simple post-show/Post-purchase survey research in performing arts/Art Object Sales- Customer Satisfaction Measurement

- D Arts Marketing in a Digital Age – Using the Internet in Making and Keeping Customer Connections.
 - (1) Internet Arts Marketing Resources & Techniques (www.artsnet.org)
 - (2) Portal for Arts Marketing www.artsmarketing.org
- E Understanding customer/client behavior and organizational buying/sponsoring behavior
 - (1) Motivation models of audience behavior in leisure and entertainment
- F Segmentation, Targeting & Positioning: Building the right relationships with the right customer/client groups.
 - (1) Case: Segmentation of performing art audiences
 - (2) Case: Positioning a “visual arts” line of products
- G Product/Service/Performance/New Product Development Strategies
 - (1) Case: The Genesis of Rock & Roll Hall of Fame & Museum
 - (2) Case: Corporate Partnerships in Program Development
- H Pricing Strategies
 - (1) Pricing the Performances for Cost and Value (K&S)
 - (2) Case: “Priceless Art?”
- I Distribution and Channel Management
 - (1) Managing Location, Capacity and Ticket Distribution Systems
 - (2) On-line Distribution Strategies for Arts Entrepreneurs
- J Advertising, Sales Promotion and Public Relations
 - (1) Improving Image and Visibility of an Arts Organization (K&S)
- K Personal Selling (Donor Market), Direct Marketing
 - (1) Case: Database Marketing For A Performing Arts Center
- L Building Audience Frequency and Loyalty (K&S)
 - Designing and managing a marketing-effective arts organization and its volunteer programs. (K&S)
 - Marketing Plans, Budgets, Implementation and Control
- M Attracting Funds and Other Resources (K&S)
 - Securing the Future: Audiences for Now and Audiences for the Future (K&S)
 - Social/Ethical/Legal Issues in Arts Marketing

[Three hours class coverage for each topic above; Mid Term Test and Final Test will be 90 minutes each for a total of 42 hours in the semester]

IV. Evaluation Methods

The final grade will be determined as follows:

- | | |
|--------------------------------------|-----|
| a) Mid Term Test (Topics 1-6) | 30% |
| b) Final Test (Topics 7-13) | 30% |
| c) Assignments/Mini Case Reports (5) | 25% |
| d) Marketing Plan | 15% |

V. Grading Scale:

A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions.

Individual faculty may specify attendance requirements in their course syllabus.

VII. Required textbooks, supplemental books and readings

Required Text Book:

Kotler & Armstrong: Principles of Marketing – Activebook Version 2.0, Prentice Hall, 2004.

Supplemental Book:

Kotler & Scheff: “Standing Room Only: Strategies for Marketing The Performing Arts”, Harvard Business School Press, 1997.

Readings:

A collection of current articles in Arts Marketing will be made available on the course Website

VIII. Special resource requirements

Students must have access to Internet (preferably a broadband connection) to access and retrieve articles, case studies, PowerPoint presentations and multimedia video case clips (Windows Media Player or Real Audio Format).

IX. Bibliography

- Butler, P. (2000), “By Popular Demand: Marketing the Arts” *Journal of Marketing Management*, May 2000, Vol. 16, Issue 4, pp. 343-364.
- Dickman, S. (1997), *Arts Marketing: The Pocket Guide*, Centre for Professional Development Pvt. Ltd., Sydney Australia.
- Diggle, K. (1994), *Arts Marketing*, London, Rhinegold.
- Kelly, K. (1998), *New Rules for the New Economy: 10 Radical Strategies for a Connected World*, Viking.
- Kerr, E. (2003), *Smart Arts: Marketing the Arts in New Zealand*, Creative New Zealand, Arts Council of New Zealand.
- Kolb, B. (2002), “Ethnic preference for the arts: The role of the social experience as attendance motivation” *International Journal of Nonprofit & Voluntary Sector Marketing*, May 2002, Vol. 7, Issue 2, pp. 172-181.
- Kotler, P. and Andreasen, A.R. (1997), *Strategic Marketing for Nonprofit Organizations*, Prentice Hall.
- Kotler, P. and Scheff, J. (1997), *Standing Room Only: Strategies for Marketing the Performing Arts*, Cambridge MA, Harvard Business School Press.
- McLean, F. (1997), *Marketing the Museum*, London, Routledge.
- O’Sullivan, P. (1997), “Marketing the Arts: From Paradigm to Plan” in Fitzgibbon, M. and A. Kelly (Eds), *From Maestro to Manager: Critical Issues in Arts and Culture Management*, Dublin, Oak Tree Press.
- Radbourne, J. (1998), “The role of government in marketing the arts” *Journal of Arts Management, Law and Society*, Vol.28, No. 1, pp. 67-82

- Scheff, J. (1999), "Factors influencing subscription and single-ticket purchases at performing art organizations" *International Journal of Arts Management*, Vol.1, No.2, pp. 16-27.
- Scheff, J. and Kotler, P. (1996), "Crisis in the Arts: The Marketing Response" *California Management Review*, Fall 1996, Vol. 39, No.1, pp.28-52.
- Taylor, P., Owen, E., Bell, H. and Withnall, S. (2001), "Increasing young people's attendances at the theatre: a case study in Sheffield, UK" *Managing Leisure*, July 2001, Vol. 6, Issue 3, pp. 141-154.

MKTG 311-Arts marketing

Course Analysis Questionnaire

A. Details of the Course

- A1. This course has been designed primarily for the proposed minor in 'Entrepreneurship and Small Business Minor for Fine Arts'. Other "non-business" majors with an interest in arts management and non-profit organizations marketing will find this course useful as a free elective.
- A2. This course does not require changes in any other course in the department.
- A3. This course or a similar one has not been offered at IUP before.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Similar courses are offered at the following institutions, among others:
 University of Kentucky, AAD 310 Marketing the Arts (3 credits)
 Boston College, CT 238 Marketing the Arts (3 Credits)
 SUNY, Purchase, CSS.1030.20 Marketing the Arts (3 credits)
 Columbia College, Chicago, 28-1115 Intro to Marketing for the Arts (3 credits)
 Eastern Michigan University, CTAR 453 Marketing the Arts (3 credits)
 Indiana University, Y530 Audience Development and Marketing the Arts (3 credits)
 University of Cincinnati, Marketing the Arts (Arts Admin Program)
 Leeds University, UK, MKT2345 Arts Marketing
 CMU, 90-705 Arts Marketing (Intro level graduate course)
 Curtin University, Australia, 300497 Visual Arts Marketing & Promotion
 Univ. of New Orleans, AADM 6503 Marketing the Arts
 Univ. of Oregon, Arts Administration Program. Issues in Marketing
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.

B2. This course is a “simplified” version of MKTG 320 specially designed to meet the needs the students of the College of Fine Arts. Students whose program of study requires MKTG320 will not be allowed to register for this course.

B3. This course is not cross-listed.

B4. Seats will be made available to students in School of Continuing Education. We expect ‘non-degree’ students from the Arts management sector as well as Arts Entrepreneurs to get professional development value from this course.

C. Implementation

C1. No new faculty member is required to teach this course. All faculty members in the Marketing Department are qualified to teach this course. This course will be offered once a year (Fall or Spring or Summer). If the course is offered during Fall/Spring semester, one less section of MKTG320 will be offered without significantly affecting the ability of students who need access to MKTG320. If the course is offered in the summer sessions, it will be done on a “contingent basis” subject to minimum enrollment requirements for course financial viability.

C2. Other resources:

- a. Current space allocations are adequate to offer this course.
- b. No special equipment is needed for this course.
- c. No laboratory supplies are necessary for this course.
- d. Library holdings are adequate.

C3. This course has been specially designed to meet the grant specifications for “Entrepreneurship and Small Business Minor for Fine Arts Majors” (Dr. Joette Wisnieski, Management Department). Marketing Department can offer this course (one section per year) without any additional resources or compromising the needs of marketing majors or other college of business students.

C4. This course will be offered once-a-year (Fall or Spring or Summer).

C5. One section will be offered at a time.

C6. Maximum of 35 students per section can be accommodated.

C7. No professional society recommends enrollment limits or parameters for this course.

C8. At present, this course is designed to be a traditional “in-class” course. In future, based upon the demand patterns, if a distance-education version is deemed viable, a separate proposal would be put forth.

D. Miscellaneous

This course is one of the required courses for the proposed “Entrepreneurship and Small Business Minor for Fine Arts Majors” proposed by the Management Department of the Eberly College of Business & Information Technology. The course is also expected to attract audience from and provide value to the Arts Management community as well as IUP students interested in a “free elective” in this topic. Supporting letters from the Management Department, College of Fine Arts and the Dean of the Eberly College (regarding resource sufficiency) can be found as part of the proposed minor program proposal.

MGMT 450—Case Studies in Arts Management

II. Description of Curriculum Change

1. Syllabus of Record

The syllabus of Record is attached—Appendix A

2. Course Analysis Questionnaire

Section A: Details of the course

A1. This course will provide a culminating experience for fine arts students in the Entrepreneurship Minor for fine arts students. There are no courses in the college’s curriculum that will do this. This course will allow them to apply the business principles they have been learning to real life arts management problems.

A2. No existing courses nor requirements will be affected by this new course.

A3. This course has never been offered at IUP.

A4. This course will not be dual listed.

A5. This course will not be taken for variable credit.

A6. Following is a partial list of other four-year accredited institutions that offer a similar course for arts management students.

College of Charleston, School of the Arts
Northern Arizona University
University of Kentucky

A7. To my knowledge, there are no accrediting or professional requirements being met.

Section B: Interdisciplinary Implications

B1. This course will only be taught by management faculty.

B2. This course was jointly developed with several faculty from the College of Fine Arts as their students will be the primary group served by this course. There is no other course anywhere at IUP.

B3. This course will not be cross-listed with other departments.

B4. Seats will be made available to students in the School of Continuing Ed.

Section C: Implementation

C1: Two faculty in the management department are currently receiving an editorial release to edit a journal. This journal is transferring this year to another institution so those faculty will be teaching two additional sections of a management course allowing us to add a section for this course. Faculty resources are adequate.

C2: Resources

There is adequate space in the Eberly building to accommodate this course. No special equipment or laboratory space is needed. The library resources are adequate. No travel funds are needed.

C3. None of the resources to teach this course are funded by a grant.

C4. This course will be offered once a year. Summer offerings would be based on achieving adequate enrollment.

C5. There will be no more than one section offered in a semester.

C6. Each section can accommodate up to 45 students. This is the number of the average size classroom in Eberly.

C7. I am not aware of any professional society recommendations for enrollment limits or other parameters for this course.

C8. This course is not intended for distance education delivery but could easily be adapted in the future if student and program needs change.

Appendix A

Syllabus of Record

I. Catalog Description

MGMT 450 : Case Studies in Arts Management (3c-0l-3cr)

Prerequisites: minimum of 60 credits, MKTG 311 or MKTG 320

Catalog Course Description:

A capstone case analysis course designed to give the student practice in applying business theories to the solution of arts management problems. Utilizing the latest management theories, this course will look at the practical problems of applying business principles to arts related businesses and organizations. Through case study analysis, the students will focus on the everyday problems that managers face and help students discover solutions.

Course Objectives:

1. To explain aspects of contemporary management problems as they relate to managing arts businesses.
2. To analyze and discuss issues facing businesses related to fine arts in the United States
3. To demonstrate the students' skills in analyzing management, marketing and financial problems found in arts related businesses.
4. To give students hands-on experience in crafting business strategy, reasoning carefully about strategic options, using what-if analysis to evaluate action alternatives, and making strategic decisions, and figuring out how to implement them successfully.
5. To integrate knowledge gained in earlier College of Business classes and Fine Art Classes

Required Text: Management of the Arts, 3rd edition, William Byrnes, Focal Press
Supplemental packet of cases

Evaluation Methods:

Written Case Evaluations	20%
Class Participation	20%
Midterm and Final	40%
Group Project	20%

Grade Breakdown

A	=	90-100
B	=	80- 89
C	=	70-79
D	=	60-69
F	=	less than 60

Course Outline:

Lesson 1: Management and the Arts	4 hrs
Evolution of Arts Organizations and Arts Management	
Evolution of Management Theories	
Lesson 2: A Guide to Case Analysis	4 hrs
Strategic Management Process	
Establishing the Organization's direction	
Lesson 3: Arts Organizations in a Changing World	4 hrs
Alabama Symphony Orchestra	
Lesson 4: Planning and Decision Making	4 hrs
Nonprofit management problems	
Seacoast Science Museum	
Lesson 5: Fundamentals of Organizing and Organizational Design	4 hrs
Staffing the Organization	
Organizational Controls and Budgets	
Organization's culture	
Midterm	2 hrs
Lesson 6: Fundamentals of Leadership and Group Dynamics	4 hrs
The Grand Theatre Case	
WWF	
Lesson 7: Economics and Financial Management	4 hrs
Colorado Creative Music	
Lesson 8: Marketing and the Arts	4 hrs
Fund Raising	
Business models including internet companies	
Lesson 9: Integrating Management Styles and Theories	4 hrs
Michael Flatley: Lord of the Dance	
Lesson 10: Career Options and Preparing for the Job Market	4 hrs

Final Exam 2 hrs

Total 44 hrs

Special Resource Requirements

None

Other – Undergraduate Course Attendance Policy

The university expects all students to attend class. Your attendance and participation in class is an important component and as such, is graded. Case study teaching depends on student participation. In a course relying primarily on the case method, regular attendance and coming to class prepared is vitally important.

Bibliography

Arthurs, A., (2002). Arts and Culture in the New Economy. *Journal of Arts Management, Law & Society*, 32(2), 83.

Bryce, H., (1999). *Financial and Strategic Management for Nonprofit Organizations*. 3rd edition, Jossey Bass.

Burton, C. (2003). Scoping the Challenge: Entrepreneurial Arts Management in Times of Uncertainty. *Journal of Arts Management, Law & Society*, 33(3), 185.

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Joette M. Wisnieski

From: Jerry Kline [gpkline@iup.edu]
Sent: Thursday, February 17, 2005 10:18 AM
To: Joette Wisneski
Subject: Minor in Entrepreneurship

Joette,

Having served on the committee with representatives from the Fine Arts department, I understand the challenges that went into developing the minor. Therefore, please consider this email as my letter of support. If you should require any additional information please let me know.

Jerry Kline
Chair, Accounting Department

2/24/2005

Joette M. Wisnieski

From: Dr. Linda F Szul [lfszul@iup.edu]
Sent: Wednesday, February 16, 2005 1:33 PM
To: 'Joette Wisneski'
Cc: LeAnn Wilkie
Subject: Support for Fine Arts Minor

Joette

Please accept this email as support from the Department of Technology Support & Training for the Minor in Entrepreneurship for Fine Arts Students and the inclusion of BTST 321 Business and Interpersonal Communications in this minor.

Dr. Linda F. Szul, Chair

2/24/2005

Gail Sechrist

From: "Joette M. Wisnieski" <wisnie@iup.edu>
To: "Gail Sechrist" <gailsech@iup.edu>
Sent: Wednesday, March 09, 2005 10:45 AM
Subject: FW: letter of support for arts/business minor

I recently sent over a minor in entrepreneurship for fine arts students. I recently received this email of support and wondered if it could be included. joette

-----Original Message-----

From: Barb Blackledge [mailto:bblackle@iup.edu]
Sent: Tuesday, March 08, 2005 3:03 PM
To: Joette M. Wisnieski
Subject: letter of support for arts/business minor

Dear Joette,

This email is to re-affirm our department's long-standing support for the business minor created to serve fine arts majors. A number of the majors in our department have even considered pursuing a double major in business due to their frustrations at trying to get courses for a business minor. But most of these students can't afford the extra year such a double major would entail for them. So now that this minor has been created to serve their interests, I expect that a good number of students in our department alone will take advantage of this opportunity.

Thanks for your long term efforts to make this possible.

Barb Blackledge
Chair, IUP Department of Theater & Dance