

COURSE OUTLINE

<u>ETT205</u>	-	<u>Arts and Entertainment Management</u>	<u>3</u>
Course Number		Course Title	Credits
<u>3</u>			<u>15 week</u>
Class or Lecture Hours	Laboratory Work Hours	Clinical or Studio Hours	Course Length (15 week, 10 week, etc.)
<u>None</u>		<u>None</u>	
Performance on an Examination/Demonstration (Placement Score (if applicable); minimum CLEP score)		Alternate Delivery Methods (Online, Telecourse [give title of videos])	

Required Materials:

Sports and Entertainment Management, Kenneth Kaser & John R. Brooks, Jr. South-Western Thomson Publishing, 2005. ISBN: 0538438290

Managing a Nonprofit Organization in the Twenty-First Century, Third Revised Edition and Up, Thomas Wolf and Barbara Carter. Free Press, 1999. ISBN: 0684849909

Catalog Description:

An introduction to common issues and best practices in the management of arts and entertainment organizations. Students will gain a basic understanding of business requirements and challenges in producing entertainment. Topics include common management structures in not-for-profit and for-profit arts and entertainment companies, marketing, public relations, fundraising, budgeting, and human resources. Legal concerns such as contracts, copyright, licensing, and royalties will also be discussed.

Prerequisites:

ETT101 or permission of the Coordinator

Corequisites:

None

Last Revised: February 2017

Course Coordinator (name, email, phone extension): Scott Hornick, Assistant Professor of Music. (609) 570-3716; hornicks@mccc.edu

Available Resources:

Directory of Theatre Training Programs: Profiles of College and Conservatory Programs throughout the United States. Dorset Theatre Festival and Colony House.

Field, Shelly. (1992). Career Opportunities in Theater and the Performing Arts. Facts on File Publishing.

Gassner, John. (1953). Producing the Play. Dryden Press.

Grippe, Charles. (2002). The Stage Producer's Business and Legal Guide. Allworth Press.

Lee, Robert L. (1996). Everything about Theatre! The Guidebook of Theatre Fundamentals. Meriwether Publications.

Regional Theatre Directory. Dorset Theatre Festival & Colony House.

Segal, Troy. ZagatSurvey New York City Theater Guide. Zagat Publishing Company.

Thomas, William E. (1980) Backstage Broadway: Careers in the Theater. J. Messner Publishing.

Websites

The Alliance for Nonprofit Management Online: www.allianceonline.org

Artsnet: www.artsnet.org

BoardSource: www.boardsource.org

The Foundation Center online: <http://fdncenter.org>

The Free Management Library for Nonprofits: www.mapnp.org/library/

Fuel4Arts Marketing Ideas: www.fuel4arts.com

The Grantsmanship Center: www.tgci.com

The National Arts Marketing Project: www.artsmarketing.org

Overview of Theatre Production: www.abtt.co.uk/pages/home/homeframes.html

Theatre Communications Group: www.tcg.org

Learning Center Resources:

None

Course Goals.

The student will be able to:

- Understand the different management structures and practices commonly found in not-for-profit and for-profit arts and entertainment organizations (GE 1 MCCC Goals 1.1, 1.2, 5.3, 10.1, 10.2, 11.2)
- Describe common practices in financial management and budgeting and interpret basic budgets. (GE1, GE2, MCCC Goals 1.1, 1.2, 2.1-3)
- Discuss the process required for different methods of fundraising and assess which fundraising methods are appropriate in different circumstances. (GE1, GE2 MCCC Goals 1.1, 1.2, 2.1, 2.3)
- Develop a basic marketing plan and create marketing and public relations materials. (GE 1, GE2, GE8 MCCC Goals 1.1, 1.2, 2.1-3, 5.1, 5.2, 8.2, 8.3, 10.1, 10.3, 11.2, 11.4)
- State basic legal principles common in entertainment regarding contracts, royalties, copyright, and licensing. (GE1, GE2, GE8 MCCC Goals 1.1, 1.2, 2.1-3, 9.1, 9.2, 10.2, 10.4, 11.1-4)

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Institutional Learning Goal 1.

Written and Oral Communication in English: Students will communicate effectively in both speech and writing.

1.1. Students will read, write, and/or speak critically in formal American English.

1.2. Students will generate messages suitable to the appropriate setting and purpose.

1.3. Students will analyze and assess nonverbal, cultural, and gender communication in both small group and public communication settings.

Institutional Learning Goal 2.

Mathematics: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

2.1. Students will use the precise language of mathematics to develop graphical, numerical, analytical and verbal models describing quantitative relationships that exist in the world.

2.2. Students will investigate and interpret these models using the mathematical skills, tools and reasoning appropriate to each type of model.

2.3. Students will draw logical conclusions by applying a variety of mathematical problem-solving strategies.

Institutional Learning Goal 5.

Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

5.1. Students will critically evaluate behavioral or societal issues using theories and concepts from a social science discipline.

5.2. Students will demonstrate an understanding of the ways social scientists gather and analyze data, integrate knowledge, and draw conclusions.

5.3. Students will analyze influences on human development and behavior in individual and institutional contexts. 2

Institutional Learning Goal 8.

Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

8.1. Students will recognize how geographical, social, economic, and/or historical conditions shape cultural perspectives.

8.2. Students will examine the behaviors and beliefs of individuals and social groups within a diverse society.

8.3. Students will analyze the impact of globalization on the social, economic, and political structures of various nations and cultures.

Institutional Learning Goal 9.

Ethical Reasoning and Action: Students will understand ethical frameworks, issues, and situations.

9.1. Students will identify the strengths, weaknesses, and relevance of different ethical perspectives and their features.

9.2. Students will determine a position on an ethical issue or situation using facts and logical arguments [framed within a common set of terms appropriate to the discipline].

ETT205- Arts and Entertainment Management

9.3. Students will evaluate the morality and implications of considered actions and their possible outcomes. **Institutional Learning Goal 10.**

Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

10.1. Students will identify resources needed and develop appropriate search strategies.

10.2. Students will recognize factors that affect credibility, quality, and relevance of information.

10.3. Students will use information in order to communicate it to the appropriate audience.

10.4. Students will use information ethically regarding privacy, security, and ownership with a focus on how on preventing plagiarism.

Institutional Learning Goal 11.

Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

11.1. Students will distinguish among opinions, facts, values, and inferences.

11.2. Students will identify and evaluate diverse perspectives and underlying considerations.

11.3. Students will make informed judgments by focusing on relevant logical and empirical issues.

11.4. Students will assess and solve problems by applying general and discipline-appropriate methods and standards.

Evaluation of Student Learning.

Students’ achievement of the course objectives will be evaluated through the use of the following tools:

Evaluation Tools	Percentage Of Grade
Class Participation	15%
Case Studies of Common Management Situations	10%
Mid-Term Exam	20%
Fundraising Project	20%
Marketing Project	20%
Capstone Essay	15%

Units of Study in Detail.

Unit I: Leadership

The student will be able to:

- Explain the four primary functions of management: planning, organizing, implementing, and controlling.
- Discuss the characteristics of good leadership.
- Assess various strategies for making decisions.
- Understand the challenges of supervising teams, and develop strategies for building effective teams.

Unit II: Management of Arts and Entertainment Organizations

The student will be able to:

- Compare and contrast management structures in for-profit and not-for-profit entertainment organizations.
- Explain the basic requirements of forming a not-for-profit organization, including a mission statement, board of directors, and tax exemption.
- Summarize the roles and responsibilities of not-for-profit boards of directors, and discuss common situations that staff members face when working with boards.
- Explain basic operations practices and challenges commonly found in managing arts, sports and entertainment events.
- Discuss the role of arts and entertainment in our society, and how this impacts the way organizations function.

Unit III: Raising and Managing Funds

The student will be able to:

- Describe primary characteristics of the main sources of contributed income for not-for-profit organizations: grants, individual donations, and special events.
- Choose which method of fundraising is most appropriate in different situations.
- Explain the importance of ethical practices in fundraising.
- Develop a convincing grant proposal.
- Interpret common documents that convey an organization's financial position (statement of activities, budget-to-actual comparison).
- Create project budgets based on principles of solid financial management.

Unit IV: Attracting Audiences

The student will be able to:

- Discuss basic principles of sound marketing and public relations.
- Evaluate target markets and potential audiences for different events.
- Explain the pros and cons of different marketing tools in different situations.
- Design effective marketing and public relations materials.
- Develop and execute marketing plans for different types of events.

Unit V: Legal Issues and Human Resources

The student will be able to:

- Explain common legal practices related to the entertainment industry, including copyright, royalties and licensing.
- Identify common human resource issues related to unions, fair labor practices, and employment law (i.e., equal opportunity hiring, sexual harassment prevention).
- Explain good supervision and management practices when working with paid staff and volunteers.
- Interpret basic contracts.

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).