

1. General Information

1a. Submitted by the College of: FINE ARTS

Date Submitted: 10/20/2015

1b. Department/Division: Arts Administration

1c. Contact Person

Name: Rachel Shane

Email: rachel.shane@uky.edu

Phone: 859-257-7717

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ Summer 2015

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes⁴

2b. Prefix and Number: AAD 565

2c. Full Title: Community Engagement in the Arts

2d. Transcript Title: Community Engagement in the Arts

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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2j. **Course Description for Bulletin:** All arts programming activities are meant to engage attendees at some level. This seminar examines various ways arts administrators provide community engagement activities within their organizations, including performing arts producing and presenting organizations, museums and art centers and other types of arts organizations. In Community Engagement in the Arts, students will discuss the risks audience members take in order to participate in the arts, why community engagement is important, types of community engagement activities, how to develop community engagement programs, and activity evaluation and assessment.

2k. **Prerequisites, if any:**

2l. **Supplementary Teaching Component:** Community-Based Experience

3. **Will this course taught off campus?** Yes

If YES, enter the off campus address: Online

4. **Frequency of Course Offering:** Summer;

Will the course be offered every year?: No

If No, explain: It will likely be offered every year or every other year based on demand as it is an elective course for both the MA and BA in Arts Administration.

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 15

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. **Check the category most applicable to this course:** Relatively New – Now Being Widely Established,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** Yes

b. **The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached:** Yes

Distance Learning Form

Instructor Name: Rachel Shane

Instructor Email: rachel.shane@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? All Arts Administration online courses have been developed to require weekly peer-to-peer interactions via discussion, peer partnering, peer review, blogging, or other interactive assignment. Faculty and student interactions occur at multiple times during each unit through discussion, comments, feedback and assessment. The syllabus has been designed to conform to both the University Senate Syllabus Guidelines and the Distance Learning Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The experience of a DL student is fundamentally different than that of a student in a traditional classroom. Thus, the Arts Administration Program has designed its courses to meet the special needs of our student population utilizing technologies which help our students in different ways. However, this has not changed the rigor expected in the classroom. Our course goals have been developed in line with the Standards for Arts Administration Graduate Program Curricula (<http://www.artsadministration.org/standards-graduate/>) and as such are comparable to classroom-based programs in arts administration offered at other universities. In order to assess student learning outcomes, course developers and instructors utilize "authentic assessment." This form of assessment requires students to complete assignments based on real-world application of the material. In the case of this course, AAD 565: Community Engagement, students will work with an actual arts organization in designing engagement projects. As with all of our courses, students are expected to purchase and read textbooks as assigned. A complete list of all textbooks assigned in the program is available on our website (<http://finearts.uky.edu/arts-administration/ma-program/current-students>) so that students can order their books well in advance.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The implementation of "authentic assessment" is very effective at assuring academic integrity. Since most assignments are completed portfolio style students are working on long projects throughout the semester. The work goes back and forth between student and faculty for feedback and rewrites. Furthermore, since the assignments are so specific it is very difficult to find material to plagiarize. The UK Academic Integrity policy is in all of our DL syllabi.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? This course is offered as a 100% online course. Its main purpose is to serve as an elective in a 100% online MA program. However, students in the classroom-based BA in Arts Administration program may also take the course as an elective. Other student across the campus may also take the course as an elective.

If yes, which percentage, and which program(s)? 100% -- MA in Arts Administration / ***This course has already been built in its entirety and is currently being offered as a Seminar Course (AAD 540) with the subtitle: Community Engagement. The course content can quickly be moved into a permanent course number in the LMS.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The MA in Arts Administration Program provides a comprehensive week-long orientation for all new students entering the program in August. The orientation not only describes all services available to the students but also asks them to engage in specific services (e.g. library).

6. How do course requirements ensure that students make appropriate use of learning resources? The MA in Arts Administration Program provides a comprehensive week-long orientation for all new students entering the program in August. The orientation not only describes all services available to the students but also asks them to engage in specific services (e.g. library).

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The primary resource necessary for the students in Arts Administration is the library resource. Access is embedded in every course, eLearning reserves are utilized, and faculty are trained on how to assist students to who need access. Additionally, the program employs a full time Instructional Designer to assist students and faculty with course and program needs.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? All syllabi list entities available for technical help. Additionally, the program employs a full time Instructional Designer to assist students and faculty with course and program needs. Students are also required to participate in technology training prior to orientation with our Instructional Designer.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. All courses are built utilizing the approved UK LMS.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Rachel Shane

SIGNATURE|ABRZY2|Anna W Brzyski|AAD 565 NEW College Review|20141216

SIGNATURE|JMETT2|Joanie Ett-Mims|AAD 565 NEW Undergrad Council Review|20150506

SIGNATURE|ZNNIKO0|Roshan Nikou|AAD 565 NEW Graduate Council Review|20150909

SIGNATURE|JEL224|Janie S Ellis|AAD 565 NEW Senate Council Review|20150928

SIGNATURE|SOGIN|David W Sogin|AAD 565 NEW Approval Returned to College|20151023

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 5560	AAAD 565 Rationale for New Course.docx
Delete 5561	AAAD 565 Community Engagement in the Arts.pdf

1

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c. * Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact) Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Composition & Communications - II
- Inquiry - Humanities
- Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci
- Statistical Inferential Reasoning
- Inquiry - Social Sciences
- U.S. Citizenship, Community, Diversity
- Composition & Communications - I
- Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

J. * Course Description for Bulletin:

All arts programming activities are meant to engage attendees at some level. This seminar examines various ways arts administrators provide community engagement activities within their organizations, including performing arts producing and presenting organizations, museums and art centers and other types of arts organizations. In Community Engagement in the Arts, students will discuss the risks audience members take in order to participate in the arts, why community engagement is important, types of community engagement activities, how to develop community engagement programs, and activity evaluation and assessment.

K. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: Online

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: It will likely be offered every year or every other year based on demand as it is an ele

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ²for ANY program? Yes No

If YES ², list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	AAD 565	Date:	11/14/2014
Instructor Name:	Rachel Shane	Instructor Email:	rachel.shane@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
All Arts Administration online courses have been developed to require weekly peer-to-peer interactions via discussion, peer partnering, peer review, blogging, or other interactive assignment. Faculty and student
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.
The experience of a DL student is fundamentally different than that of a student in a traditional classroom. Thus, the Arts Administration Program has designed its courses to meet the special needs of our student population
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
The implementation of "authentic assessment" is very effective at assuring academic integrity. Since most assignments are completed portfolio style students are working on long projects throughout the semester. The work
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any of as defined above?
This course is offered as a 100% online course. Its main purpose is to serve as an elective in a 100% online MA program. However, students in the classroom-based BA in Arts Administration program may also take the course as an
Which percentage, and which program(s)?
100% -- MA in Arts Administration / ***This course has already been built in its entirety and is currently being offered as a Seminar Course (AAD 540) with the subtitle: Community Engagement. The course content can quickly be
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
The MA in Arts Administration Program provides a comprehensive week-long orientation for all new students entering the program in August. The orientation not only describes all services available to the students but also asks

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
The MA in Arts Administration Program provides a comprehensive week-long orientation for all new students entering the program in August. The orientation not only describes all services available to the students but also asks
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
The primary resource necessary for the students in Arts Administration is the library resource. Access is embedded in every course, eLearning reserves are utilized, and faculty are trained on how to assist students to who need

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
All syllabi list entities available for technical help. Additionally, the program employs a full time Instructional Designer to assist students and faculty with course and program needs. Students are also required to participate in
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
All courses are built utilizing the approved UK LMS.
- Does the syllabus contain all the required components, below? Yes
 - Instructor's *virtual* office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- ♦ Specific dates of face-to-face or synchronous class meetings, if any.
- ♦ Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/ilibpage.php?lweb_id=253&ilib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: _____

Rachel Shane

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

^[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

^[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

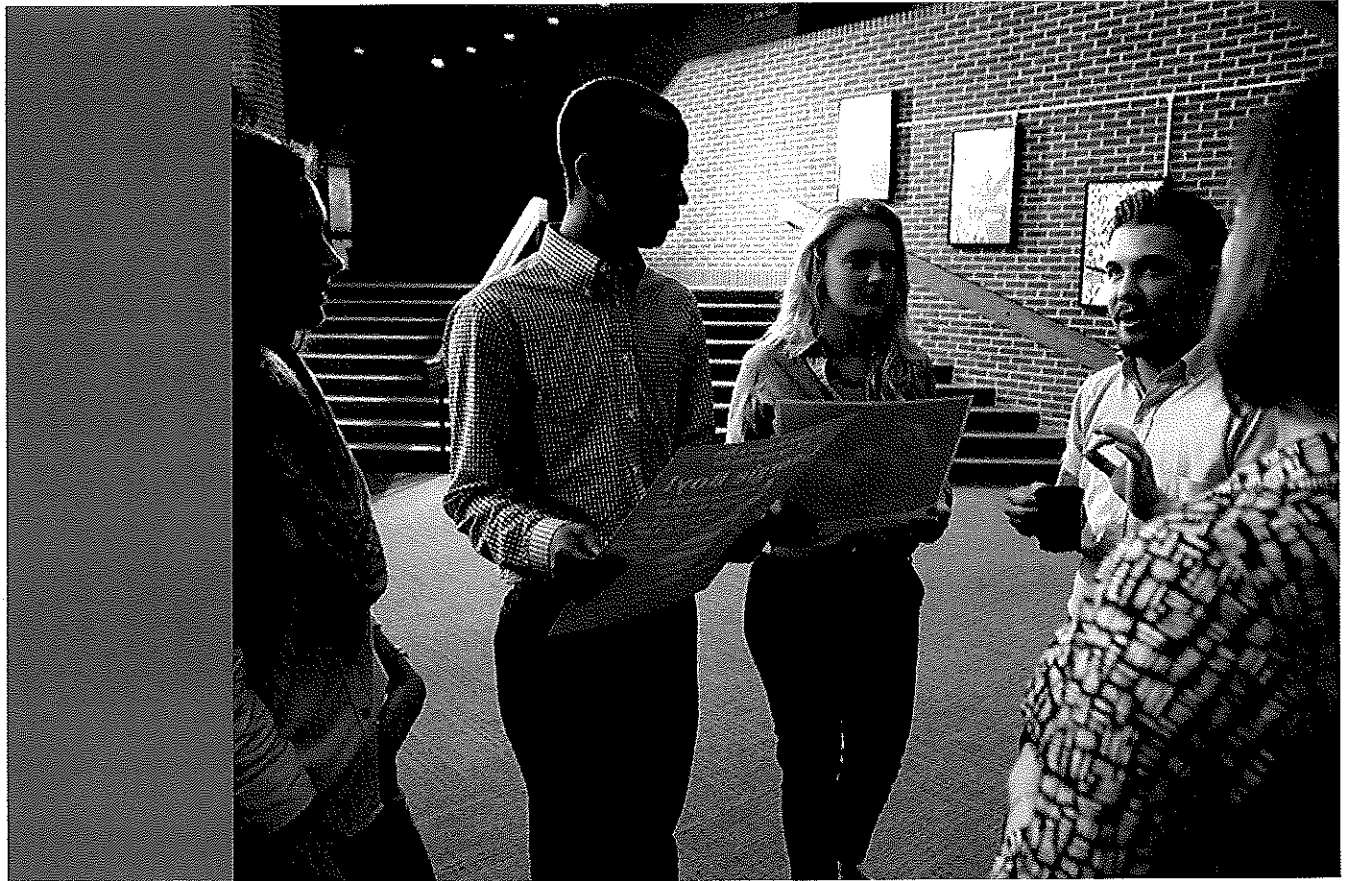
**AAD 565: Community Engagement in the Arts
Rationale for New Course**

The proposed course, AAD 565 Community Engagement in the Arts, has already been developed as a fully online course under our Seminar course number AAD 540. This course has been completely developed and was offered as an AAD 540 seminar in summer 2015. In order to make the course options clearer for our students and because we intend to offer the course on a continual basis, we would like to have the course as a standing course with its own number, course title and description.

This will be a new elective course in the MA and BA in Arts Administration.

AAD 565: COMMUNITY ENGAGEMENT IN THE ARTS

AAD 565: Community Engagement in the Arts Syllabus



Instructor Information

Instructor: Steven Hoffman

Email: steven.hoffman@uky.edu*

Telephone: 859-257-9616

Virtual Office Hours: TBD

Response Time: Professor will respond to student emails within 48 hours.

* Preferred method for reaching instructor.

UK's Information Technology Customer Service Center

Website: <http://www.uky.edu/ukat/help>

Telephone: 859-218-HELP

Course Description

All arts programming activities are meant to engage attendees at some level. This seminar examines various ways arts administrators provide community engagement activities within their organizations, including performing arts producing and presenting organizations, museums and art centers and other types of arts organizations. In Community Engagement in the Arts, students will discuss the risks audience members take in order to participate in the arts, why community engagement is important, types of community engagement activities, how to develop community engagement programs and activity evaluation and assessment.

Student Learning Outcomes

Upon completing this course students will be able to:

- Understand the role of community engagement related to arts organizations
- Explain how community engagement directly impacts an organization's mission
- Explain how community members can be more connected to an institution and its programs via community engagement activities
- Demonstrate the ability to develop, evaluate and measure program outcomes and successes
- Develop engaging programs that build institutional trust
- Create deeper, broader and/or more diverse experiences between audience and artist
- Apply community engagement to current and future positions

Required Texts

- Occasionally, articles will be distributed on the topic of community engagement. They might be relevant to the specific unit being discussed, relevant to a current institution regarding community engagement, or both. If there are reading assignments, they will usually be assigned at the beginning of the week.

Recommended Text

- Fisher, Roger, William L. Ury, and Bruce Patton. Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books. 1991.
- Simon, Nina. The Participatory Museum. Museum 2.0 2010.

Course Schedule

Unit 1: Ethical Behavior

Unit Outcomes:

- Types of ethical behavior
- Use of ethical behavior

- Primary course project

Tasks/Assignments Due:

- Reflection of Unit 1
- Project A, Part 1: Consultancy Arts Group Organization Selection + Overview Consultancy Report

Unit 2: The Risky Business of the Arts

Unit Outcomes:

- Taking risks when you don't expect it
- Attending events has different degrees of risk
- Inclined vs. un-inclined participants Risky feelings
- Correlation of risk-taking and feelings

Tasks/Assignments Due:

- Blog: Challenges of presenting art: taking risks

Unit 3: Engagement For You or With You?

Unit Outcomes:

- Performances & exhibitions: Why do we do it?
- Performances & exhibitions: How do we do it?
- Audiences: What we expect vs. what they expect
- Understanding engagement

Tasks/Assignments Due:

- Project A, Part 2a: Primary and Secondary Activities

Unit 4: McDonalds or Ruth's Chris Steakhouse: When is a meal an experience?

Unit Outcomes:

- Eating Out: How do people engage?
- Visitor experience and audience development
- Constituents and expectations
- Values: What do people expect from the experience of eating out?
- Primary attendee vs. secondary attendee
- How are arts organizations like restaurants?
- The impact of expectations

Tasks/Assignments Due:

- Blog Post: Is food funny?
- Project A, Part 2b: Consultancy Report

Unit 5: It's Not Me, It's You

Unit Outcomes:

- Institutional mission, goals & objectives
- Levels of engagement
- Implementation: Broadening, Deepening and Diversifying

Tasks/Assignments Due:

- Blog Post - Engagement Levels and Values
- Project A, Part 3a: Engagement Goals
- Project A, Part 3b: Program Alignment

Unit 6: It Takes a Village

Unit Outcomes:

- Community vs. Constituency
- Arts constituencies

Tasks/Assignments Due:

- Blog: Constituency and Community
- Reflection: Personal Communities and Constituencies

Unit 7: Low Hanging Fruit vs. Reaching Deep

Unit Outcomes:

- Intentional and meaningful engagement
- Meeting community needs
- Finding the right community partners
- Engagement Scope and Activity
- Extreme Engagement

Tasks/Assignments Due:

- Reflection: Scope
- Project A, Part 4: CAG Scope

Unit 8: What's in it for us?

Unit Outcomes:

- Establishing relationships with partners
- win-win-win-win (the more the merrier!)
- Partnerships and collaborations
- Unusual pairings (Who'd of thought...)

Tasks/Assignments Due:

- Project B, Part 1: Group Project/Festival, Arts Group POV
- Project B, Part 2: Group Project/Festival, Partner POV

Unit 9: Including the Artist

Unit Outcomes:

- The value of artist consultation
- Performing, visual, literary artists
- Planning with the Artist
- Capitalize on Passion
- Challenging the Artist
- Media opportunities

Tasks/Assignments Due:

- Project C, Part 1: Artist Engagement Assessment
- Project C, Part 2: Artist Engagement Analysis

Unit 10: Internal Engagement Benefits: Financial, Marketing & Programming

Unit Outcomes:

- Financial Benefits
- Marketing benefits
- Programming benefits

Tasks/Assignments Due:

- Project A, Part 5: Internal Engagement Benefits
- Reflection: Internal Engagement Benefits

Unit 11: External Engagement Benefits: Collaborative, Institutional & Personal

Unit Outcomes:

- Collaborative Benefits
- Institutional Benefits
- Personal benefits
- Other benefits

Tasks/Assignments Due:

- Project A, Part 6: External Engagement Benefits: Assessment
- Project A, Part 7: Engagement Benefits Recommendations

Unit 12: THE PLAN: Before Programmatic Birth

Unit Outcomes:

- Next two sections: the process of creating engagement activities and developing an engagement plan
- Identify overlying need
- Selecting committed partners
- Realistic goals + objectives
- Create community engagement program activity(ies)
- Contract

Tasks/Assignments Due:

- Project D, Part 1: Creating Engagement Activities
- Project D, Part 2: Letter of Agreement

Unit 13: It's Alive!

Unit Outcomes:

- Marketing + Media
- Communication
- Evaluation
- Celebration

Tasks/Assignments Due:

- Project D, Part 3: Consultancy Critique
- Project A, Part 8: Blog: Letter to the Editor

Unit 14: Measurement & Evaluation

Unit Outcomes:

- Reviewing community engagement program to determine level of success
- Quantitative measurements
- Qualitative measurements
- Importance of evaluation
- Finding the positives

Tasks/Assignments Due:

- Project A, Part 9: Consultancy Report: Evaluation Assessment
- Project A, Part 10: Consultancy Report: Measurement Recommendations

Unit 15: What's there to show for engagement activities?

Unit Outcomes:

- Post engagement value
- Archiving and documenting
- Recognizing artists, partners, sponsors

Tasks/Assignments Due:

- Project A, Part 11: Blog: Newsletter Story
- Project A, Part 12: Consultancy Report: Successes + Documentation

Unit 16: The Future of Engagement

Unit Outcomes:

- Challenging core activities
- Taboo activities
- Increasing attendance
- Technology

Tasks/Assignments Due:

- Project A, Part 13: Consultancy Report: Out of the Box Activities
- Stravinsky Consultancy Report
- Project A, Part 14: Final Presentation: Complete Engagement Plan

Grading Information

Each student's overall course grade will be computed according to the following breakdown:

Assignment	Weight
Assignment/Type 1, Blog Posts	10%
Assignment/Type 2, Reflections	10%
Assignment/Type 3, Consultancy Reports	25%
Assignment/Type 4, Projects	25%
Assignment/Type 5, Final Project	30%
TOTAL	100%

Course Polices and Procedures

The Course Polices and Procedures described below apply to all courses in the MA in Arts Administration program.

Submissions

All assignments should be submitted via Blackboard following the instructions provided on the unit's assignment sheet. All assignments must be submitted by **11:59 pm EST/EDT US** in order for it to be considered on time.

Assignments should be labeled for digital submission as follows:

lastname_firstinitial_unitnumber_assignment.ext

For example, Jane Smith's assignment for a Unit 1 assignment called 'essay' would be:

Smith J u1 Essay.doc

Text-based documents should be submitted as a Word document using the .doc or .docx extension. Follow the specific formatting instructions in the assignment sheet for other types of submissions.

Late Submissions

Assignments that are submitted anytime after **11:59 pm EST/EDT US** due date are considered late.

There is a 10-point deduction for each day an assignment is late. Assignments that are seven or more days late will receive a grade of "0".

Number of Days Late	Late Penalty	Highest Grade Possible
1	-10	90%
2	-20	80%
3	-30	70%
4	-40	60%
5	-50	50%
6	-60	40%
7 or more days late	0	0%

Students with an excused absence may submit work late without penalty within 7 days.

Grading Explanation

Letter Grade: A

Range: 90 to 100 percent

Characterization: Excellent

Explanation:

Student demonstrates a full understanding of the subject matter, exemplary critical and creative thinking, strong comprehension of concepts presented in literature and previous work in the subject area, and highly developed communication and presentation skills. The work is of outstanding quality according to the criteria established for graduate level evaluation

Letter Grade: B

Range: 80 to 89 percent

Characterization: Good

Explanation:

Student demonstrates above average comprehension of the subject matter, above average critical and creative thinking, familiarity with concepts presented in literature and previous work in the subject area, and above average communication and presentation skills. The work is of passing quality according to graduate level evaluation criteria.

Letter Grade: C

Range: 70 to 79 percent

Characterization: Average

Explanation:

Student demonstrates average comprehension of the subject matter, average critical and creative thinking, familiarity with basic concepts found in literature and previous work in the subject area, and average communication and presentation skills. The work is of passing quality according to graduate level evaluation criteria.

Letter Grade: D (undergraduate students only)

Range: 60 to 69 percent

Characterization: Poor

Explanation:

Student demonstrates minimal understanding of the subject matter, poorly developed communication skills, inability to apply subject matter understanding in other contexts, and

little evidence of critical or creative thinking. The work is unsatisfactory and is considered as failing the graduate level evaluation criteria.

Letter Grade: E

Range: 0 to 69 percent (graduate students)

Range: 0 to 59 percent (undergraduate students)

Characterization: Failing

Explanation:

The student shows inadequate understanding of subject matter, fails to complete course requirements, shows no demonstration of critical or creative thinking, and has very poor communication skills. The work is clearly of unacceptable quality according to the evaluation criteria.

Grading

Student grades, including midterm grades, may be viewed at anytime within the learning management system. For undergraduate students, midterm grades will also be submitted to the Registrar's Office.

Attendance

As with any course, students are expected to participate in all instructional activities. Online courses are no different from classroom courses in this regard. Student "attendance" in online courses will be defined as active participation in the course as described in the individual course syllabus including but not limited to: student tracking records; participating in discussions and group interactions; submission/completion of assignments; and communication with the instructor.

Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the UK's current attendance policy.

Excused Absences

Students will need to notify the professor in writing of absences prior to class. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes (8 times) scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>

A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs?Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thoughts, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

PLEASE NOTE: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Decorum and Civility

Free discussion, inquiry and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Criticism should be constructive, well-meaning and well-articulated. Please, no tantrums, rants or profanity.

Accommodations

If you have a documented disability that requires academic accommodations, please meet with your instructor as soon as possible during scheduled office hours or by appointment. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859.257.2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Technical Requirements

Hardware

Minimum suggested computer hardware:

- Processor: dual Core 1.3 Ghz or higher
- RAM: 4 GB or more preferred (minimum 2 GB)
- Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
- Operating system: Most recent version for your hardware (for example, Mac OS 10.8 or Windows 7)
- Keyboard
- Mouse (or equivalent)

- Webcam (some laptops come with an integrated webcam and will not require an external device)

External Devices:

- Printer (doesn't matter if it is color or black/white)
- Scanner for documents and images
- Headphones or headset with microphone
- Digital Camera
- Other helpful options: DVD/CD drive/burner, external hard drive (for data backup/extra storage), and laptop security cable

Minimum suggested laptop computer hardware:

- Microphone (sometimes is integrated with the webcam or with a headset)

Optional:

- Mobile Device (iPhone, iPad, Android)

<http://www.uky.edu/ukit/hardwareguide>

Software

Software (required)

- Up to date virus software
- PDF reader, Adobe Acrobat Reader
- Microsoft Office (Excel, Word, PowerPoint)
- (available free through <https://download.uky.edu/>)
- Google Drive installed on computer
- Latest version of Firefox Internet Browsing software (mozilla.org)
- Adobe Flash Installed

Provided by the University of Kentucky

- Adobe CS6 (will be available when class begins)
- Microsoft Office Suite (Word, Excel, PowerPoint)

Web browser

Internet Browser (required)

- Firefox 3.5 (Cookies must be enabled; Pop-Blocker must be disabled)

Internet Browser (optional)

- Google Chrome (Cookies must be enabled; Pop-Blocker must be disabled)

Internet

Internet Connection (required)

- DSL, cable, or any high-speed internet connection

Resources

Downloadable Applications (required)

- Java
- JavaScript
- Flash

Download University Software

- <https://download.uky.edu/>

Additional Resources

Check Your Computer

- <http://www.uky.edu/ukit/hardwareguide>

Technical Requirements:

- <http://www.uky.edu/DistanceLearning/future/resources/techReqs.html>

Procedure for Resolving Technical Complaints

Students should contact the University of Kentucky Help Desk with technical complaints.

Email: 218help@uky.edu

Information to include:

- Course Name and Number
- Unit Number
- Assignment number
- Description of the problem

**Make sure to copy the course Instructor and Ben Sheridan, Instructional Designer, on the email.*

Contact Information

Program contacts

Arts Administration Program
artsadministration@uky.edu
859.257.9616

Program Director
Rachel Shane, Ph.D.
rachel.shane@uky.edu
859.257.7717

Director of Graduate Studies
Geraldine Maschio, Ph.D.
gmasc1@email.uky.edu
859.257.8201

Instructional Designer
Ben Sheridan
mr.ben@uky.edu
859.218.1347

IT Support

Information Technology Customer Service Center & TASC

UKIT (<http://www.uky.edu/ukat/help>) provides technical support to University of Kentucky students. If students are having difficulty with UK-related systems, call 859-218-4357.

TASC/DL/index.php) provides Blackboard technical support for UK Distance Learning students. If students are having difficulty with Blackboard, call 859-218-4357.

Other Technical Complaints If students are having difficulty with their own computer or software, they will be responsible for resolving these as soon as possible

Distance Learning Library Services

The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through the Distance Learning Programs. Services include:

- Access to the University's circulating collections
- Document Delivery & Interlibrary Loan
- Research Assistance
- Information on Distance Learning Library Services: <http://www.uky.edu/Libraries/DLLS>

DL Librarian

Carla Cantagallo

Local phone number: 859 257-0500, x2171

Toll-free phone number: 800 828-0439, option 6

Email: dlservice@email.uky.edu

DL Interlibrary Loan Service:

http://libraries.uky.edu/page.php?lweb_id=253

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