



# OPTIMIZATION OF ACADEMIC TRAINING PROCESS USING THE ACADEMIC SYLLABUS

## OPTIMIZAREA PROCESULUI INSTRUCTIV UNIVERSITAR PRIN UTILIZAREA SYLLABUS-ULUI ACADEMIC

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*The present paper tells about a syllabus as a summary of the academic course. This academic document contains specific information about the course; information on how to contact the instructor, including the instructors office location and office hours; an outline of what will be covered in the course, with a schedule of test dates and the due dates for assignments; the grading policy for the course; and specific classroom rules. It is usually given to each student during the first class session.*

În ultimii ani, în domeniul academic, au apărut mai mulți termeni noi ce necesită descifrare. Unul dintre acești termeni este „*syllabus*”. Foarte rar utilizat în Republica Moldova, la prezent, termenul provoacă nedumeriri în ceea ce privește conținutul și necesitatea acestuia în timpul predării unui oarecare curs/ discipline academice.

Puțin dintre noi știu că *syllabus* este considerat elementul-cheie între profesor și studenți. *Syllabus* este un **contract academic** în ceea ce privește materialul de studiu. De asemenea, *syllabus* conține mai multe compartimente ce vin să faciliteze înțelegerea materiei de studiu dar și a politicilor academice, evaluării achizițiilor studenților, materialelor recomandate, facilităților și resurselor necesare realizării cu succes a acestui curs din partea profesorului și a realizării cu succes a studiului aprofundat și calitativ din partea studenților.

În linii mari, am putea spune că *syllabus* este un document, ce conține

o descriere a cursului sau disciplinei academice. El este repartizat fiecărui student la prima lecție din semestrul academic pentru a-i orienta și a-i atenționa asupra obiectivelor și rezultatelor ce vor fi obținute în timpul studiului respectivului curs academic. De obicei, un *syllabus* conține informație specifică privind cursul academic, cum ar fi: cum, unde și când poate fi contactat profesorul sau persoana ce predă acest curs/disciplină academică; o reprezentare sumară a subiectelor acoperite de curs/disciplina academică; planul testelor, evaluărilor curente, lecțiilor practice sau a seminarelor; felul în care vor fi apreciate/notate achizițiile academice a studenților; dacă este cazul – reguli specifice necesare de a fi respectate în timpul cursului/disciplinei academice.

*Syllabus* poate conține multe capitole, dar profesorii cu experiență, sugerează ideea de a include în acest document cel puțin, doi itemi: **1.** ce informație trebuie să posede studenții la

începutul cursului (achizițiile anterioare) și 2. toată informația pe care studenții trebuie să o poseze în formă scrisă.

În continuare prezentăm un syllabus realizat în timpul participării la sesiunea de primăvară "Teaching Cultural Policy" a Curriculum Resource Center, de pe lângă Central European University, Budapesta, Ungaria, 3-7 februarie 2008.



Syllabus pentru  
disciplina  
academică  
Management  
cultural/ artistic

State Alecu RUSSO University  
Department of Music and Music Education  
BALTI,

Republic of MOLDOVA

Course name: Artistic/Cultural management

Author and Instructor: Dr. Adelina

STEFARTA, associate professor<sup>1</sup>

Academic Frame: 2 semesters - Autumn / Spring

Academic Level: MA programme

Academic Group: 2<sup>nd</sup> year MA students

### Aims

This course aims to give students a *general theoretical knowledge*

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<sup>1</sup> *Biography of the instructor: Dr. Adelina STEFARTA* is currently Associate professor at the chair of Conducting and Theory, Department of Music and Music education at Bălți Alecu RUSSO State University. She teaches different academic subjects as are: Music Education, History of Music, Sol-Fa, Theory of Music, and Counterpoint. Beginning October 2007 she teaches Art/Cultural Management for Master level students at the same department. She has around 30 publications and she did professional presentations and participations on local and national (Balti, Chisinau) and international (Poland, Croatia, Tajikistan, Austria, Latvia, Lithuania, Macedonia, Serbia, U.S.A., Turkey, Bulgaria, Sweden, The Netherlands, Malaysia, and Morocco) levels. From 2003 she is the first and single international member of ISME: *International Society of Music Education* in Moldova.

*and practical skills* to understand what is art/cultural management as a part of a cultural policy. Students will develop competencies for exploring, identifying and implementing mechanisms for cultural institutions and activities, for taking active role in decision-making, building partnerships with cultural operators, professional artists, local and national cultural authorities and administration, parliamentarians, media, university institutions, cultural and policy research centers, cultural policy experts and international policy institutions. Students will learn about different NGOs, foundations, donors and organizations on local in international level that supports culture and arts. In the same time, during this course will be discussed the opportunities for students to participate in different local, European and international conferences, seminars, trainings, scholarships in artistic and cultural fields. For that students will learn how to write a CV, a cover letter, a research proposal, a motivation letter, a recommendation letter, an essay, how to prepare for an interview, and a trip abroad. A special space will be given for students to learn how to apply for a scholarship and how to negotiate with sponsors and donors.

### CURRICULUM

The discipline is divided in two semesters. Autumn semester will be focused in general theoretical information about arts, culture and management. The spring semester will be focused in gaining practical skills in the studied field.

#### AUTUMN Semester PART I Theoretical

Week 1<sup>st</sup> (Friday, October 5<sup>th</sup>) **Work in classroom nr. 827, 3<sup>d</sup> floor. Building VIII<sup>th</sup>.**

- Introduction - Management and the Arts: key terms and concepts.
- The management process.
- Levels of Management.
- The functions of management.
- Managers and Organizations.
- Arts Organizations as Institutions.
- At the end of this teaching will be given the subjects for the first test (Week 4<sup>th</sup> (Friday, October 26<sup>th</sup>)).
- You will receive a list of reading and web-sites cited and used in this course.

**Week 2d** (Friday, October 12<sup>th</sup>) **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

- What is *art/cultural management*: definitions, history.
- Who is an *art/cultural manager*?
- The Artist-Manager.
- The Manager's Mission.
- Types of Managers.

**Week 3d** (Friday, October 19<sup>th</sup>) **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

- Management as an Art.
- Evolution of Management.
- Modern Management.
- *Art/cultural management* as a part of *Cultural policy*: study - analysis - action.
- The role of research institutes: promotion of cultural forms and artistic practices that reflects the dynamics of social and economical changes, definition and consolidation of the artist's role in the society and contemporary art's practices, new strategies.

**Week 4<sup>th</sup>** (Friday, October 26<sup>th</sup>) **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

• **Test**

1. Who is a manager? You will be given some sentences and you will have to decide and select which one describes in the best way "a mana-

ger". You have to explain your selection.

2. Who is a "good" manager? Give any characteristics of a manager, that makes him/her (in your opinion) a "good" manager. Please, find a person in the history of music (not necessary a musician, but this person has to be connected to the field of arts and explain why do you think he/she is a "good" manager?

3. Using key terms and concepts. You will be given some sentences and you will need to explain the levels of Management and types of managers.

4. Describe the functions of management that you know. Give examples.

5. How do you think - what is the role of policy papers in the policy-making process?

6. Give a list of art organization that you know (on local, national, European and international levels). Compare their roles and missions in the policy-making process.

**Week 5<sup>th</sup>** (Friday, November 2d) **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

- Discussion of the test results. What could be the alternatives and solutions for test's tasks? Work in small groups and big circle.

- At the end of this teaching will be given the subjects for the second test (Week 9<sup>th</sup>, Friday, November 30<sup>th</sup>).

**Week 6<sup>th</sup>** (Friday, November 9<sup>th</sup>) **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

- Arts Organizations and the Environments (economic, political and legal, cultural and social, demographic, technological, educational).

**Week 7<sup>th</sup>** (Friday, November 16<sup>th</sup>) **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

- Planning and the Arts. Case study.

**Week 8<sup>th</sup>** (Friday, November 23d)  
**Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

• Planning, Decision Making and the Arts. Case study.

**Week 9<sup>th</sup>** (Friday, November 30<sup>th</sup>)  
**Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

• **Test.**

1. Draw a graphic representation of the organization, the information sources (inputs), and the environments.

2. According the graphic representation explain each element.

3. List all environments that have direct impacts on an organization. Analyze all of them and explain which one has, in your opinion: 1. the most destructive and 2. the most effective impact on an organization.

4. Using key terms and concepts. What is a "continual evaluation process" and "contents analysis"? List and explain the demographic descriptors.

5. Explain how do you understand the term "synergy" in reference to management and marketing?

6. Identify the sources that arts managers must use for gathering information and for developing the ongoing processes for evaluating the opportunities for the organization.

7. What does it mean "plan" and "planning". Give definitions and compare.

8. List 5 questions that a "plan" should answer.

9. On given example, analyze and explain how effective was planning process?

10. What is a "strategy" in planning? Explain.

11. How to solve a problem? According to the given example, make a problem-solving process and explain the expected results.

**Week 10<sup>th</sup>** (Friday, December 7<sup>th</sup>)  
**Work in classroom nr. 827, floor nr.3. Building nr. VIII.**

• Discussion of the test results. What could be the alternatives and solutions for test's tasks? Work in small groups and big circle.

• At the end of this teaching will be given the subjects for the third test (Week 14<sup>th</sup> (Friday, January 28<sup>th</sup>)).

**Week 11<sup>th</sup>** ((Friday, December 14<sup>th</sup>)  
**Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

• How to make an organization?

• Design, Structure and Components.

• Matching structure to the task.

**Week 12<sup>th</sup>** (Friday, January 4<sup>th</sup>) **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

• The staff: the key for the organization's success.

• Human Resource Management Staffing Process.

**Week 13<sup>th</sup>** (Friday, January 11<sup>th</sup>) **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

• The structure of an organization: case study.

• The staff: the key for the organization's success: case study.

**Week 14<sup>th</sup>** (Friday, January 28<sup>th</sup>) **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

• **Test.**

1. **Make an art organization.** Work in small groups. Discuss the role of each member of the organization. Make a clear frame/structure of your organization: what everyone is to do, who is in charge, the channels of communication, and resource allocation, etc. Prepare and play in front of your colleagues "one day" in your organization. Each group will discuss the presentations.

**Week 15<sup>th</sup>** (Friday, January 25<sup>th</sup>)  
**Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**  
Conclusions and semester results.  
Discussions.

*Friday, February 1<sup>st</sup> - winter vacation. No teachings.*

## **AUTUMN Semester**

### **PART II Practical**

**Week 1<sup>st</sup>.** (Friday, February 8<sup>th</sup>). **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

- Sponsors and donors.
- Fundraising and the Arts.
- How to spend sponsor's money?
- How to make a budget and how to make a financial report? Your teacher's personal experience.

**Week 2d.** (Friday, February 15<sup>th</sup>). **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

- State legal entities and Arts: Ministry of Education and Ministry of Culture.
- Laws, Regulations and legal documents.
- Brainstorming and circle's work – making a plan and questions for an interview.

**Week 3d.** (Friday, February 22d ). **Field trip. Be ready!**

- Visiting local City Hall and Department of Culture. Interviewing officials according to the plan and questions made earlier.
- Preparing and submitting a reflective paper. Deadline for presenting the paper Friday, February 29<sup>th</sup>.

**Week 4<sup>th</sup>.** (Friday, February 29<sup>th</sup> ). **Work in computer lab, nr. 405, floor I. Building nr. IV<sup>th</sup>.**

- Arts organizations on local, national, European and international levels.
- How to use given information?

**Week 5<sup>th</sup>.** (Friday, February 8<sup>th</sup>). **Field trip. Be ready!**

- Visiting an art organization in Chişinau.

- Interviewing the members of visiting organizations according to the plan and questions made earlier.

- Preparing and submitting a reflective paper.

Deadline for presenting the paper Friday, March 7<sup>th</sup>.

**Week 6<sup>th</sup> .** (Friday, March 7<sup>th</sup>). **Field trip. Be ready!**

- Visiting and NGO in the field (for example: NGO *Habitat*, Rezina, NGO *Casa Parinteasca*, Calarasi).

- Interviewing the members of visiting organizations according to the plan and questions made earlier.

- Preparing and submitting a reflective paper. Deadline for presenting the paper Friday, March 14<sup>th</sup>.

**Week 7<sup>th</sup>.** (Friday, March 14<sup>th</sup>). **Work in computer lab, nr. 405, floor I. Building nr. IV<sup>th</sup>.**

- Internet and web-resources.
- How to find and information in Artistic/Cultural field?
- Web-pages to be visited regularly.

**Week 8<sup>th</sup>.** (Friday, March 21<sup>st</sup>). **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

### **• Test.**

1. According to the experiences accumulated during the visits, make an overview on actual situation of arts/culture in Republic of Moldova. No panic, you will be given a concrete plan and questions to be answered. Individual work. You can use this paper later when applying for a conference, seminar, summer school or scholarship.

**Week 9<sup>th</sup>.** (Friday, March 28<sup>th</sup>).  
**Work in computer lab, nr. 405, floor I. Building nr. IV<sup>th</sup>.**

- How to participate in an artistic/cultural/scientific activity on local, national or international level. Your teacher's personal experience. I will give you some information about different artistic/cultural or scientific activities that will take place in nearest future. You will be eligible to apply!

**Week 10<sup>th</sup>.** (Friday, April 4<sup>th</sup>). **Work in computer lab, nr. 405, floor I. Building nr. IV<sup>th</sup>.**

- How to write a CV, a cover letter, a research proposal, a motivation letter.
- Applying on-line for different activities presented by the teacher earlier or found independently.

**Week 11<sup>th</sup>.** (Friday, April 11<sup>th</sup>). **Work in computer lab, nr. 405, floor I. Building nr. IV<sup>th</sup>.**

- How to write a recommendation letter, an essay.
- Applying on-line for different activities presented by the teacher earlier or found independently.

**Week 12<sup>th</sup>.** (Friday, April 18<sup>th</sup>). **Work in computer lab, nr. 405, floor I. Building nr. IV<sup>th</sup>.**

- How to prepare for an interview.
- Applying on-line for different activities presented by the teacher earlier or found independently.

**Week 13<sup>th</sup>.** (Friday, April 25<sup>th</sup>). **Work in computer lab, nr. 405, floor I. Building nr. IV<sup>th</sup>.**

- How to prepare for a trip abroad.
- Visa – big challenge for citizens of Republic of Moldova. How to deal with the Embassies and Consulates.
- Applying on-line for different activities presented by the teacher earlier or found independently.

*The EASTER Vacation. Friday, May 2d and Friday, May 9<sup>th</sup> are state holidays. No teachings.*

**Week 14<sup>th</sup>.** (Friday, May 16<sup>th</sup>). **Work in computer lab, nr. 405, floor I. Building nr. IV<sup>th</sup>.**

- How to apply for a scholarship and how to negotiate with sponsors and donors.
- Applying on-line for different activities presented by the teacher earlier or found independently.

**Week 15<sup>th</sup>.** (Friday, May 23<sup>th</sup>). **Work in classroom nr. 827, floor nr.3. Building nr. VIII<sup>th</sup>.**

- What does it mean “*to be a good manager*”?
- Summary.
- Conclusions and plans for future.

**General discussion.**

**Methods**

The class is engaged in the following types of activities which stimulate active learning and critical thinking:

- identify a problems of reasoning;
- determine what relevant questions should be asked;
- determine alternatives to the most apparent answer;
- find a subject that is relevant and needs to be researched;
- seek to present and introduce something innovative;
- partake in various active-learning exercises;
- monitor and evaluate their level of interest, level of learning and relevance,
- share personal knowledge that might augment the topic at hand;
- engage in research;
- engage in projects;
- engage in lively in-class discussions;
- question classmates;
- take alternate sides of a single issue.

More specifically, I intend to adopt these strategies:

- The teacher tells students at the beginning of the semester about the course and its steps. The teacher and students discuss course's expectations – what I expect of them, but also, what is reasonable for them to expect from me (*this would be innovative*).
- The students fill out a Pre-course questionnaire which gauges their pre-conceived ideas and expectations about the course.
- Each teaching hour has a personal structure that is given to each student at the beginning with a specific subject to be taught-learned and the specific techniques used in that teaching hour (time-lines and schedule).
- To use these specific active-learning techniques: icebreakers, brainstorming, discussion in pairs or small groups, role-playing, studying cases, creative work, debates, circle, site visits, excursions, interviews, agenda with parallel notes, triple agenda, arguments in four steps, brain sketching, brain writing, sharing research, clustering, cube, value line, lost manuscript, circle, blind hand and others.
- Complete reflective questionnaires after every meeting. These gauge perceived effectiveness and cause the student to assess what worked and what did not. Students will also sign in so that each teaching can be documented.
- Complete Post-Course Questionnaire which asks essentially the same questions as the Pre-Course Questionnaire, in order to gain insight into changing attitudes of the students at the end of the course.
- The students write a brief final reflective paper on the interaction and its impact.

- Partner with other students in the class to form a “teaching team.” Students then have additional support and opportunities for peer feedback. Students will feel more like an integral part of a team, and thus feel more like a part of the class as a whole. They gain valuable peer support and feel less isolated.

- Each student prepares and delivers a personal presentation on one studied subject (*this would be innovative*).

- Each student has to do interviews with the art/culture actors (national, regional level, or responsible city authorities) and with the directors of national cultural institutions (*this would be innovative*).

#### **Participation:**

Good participation in this course requires regular attendance and active and meaningful engagement in class discussions and exercises, excursion and visits. This means coming to class having carefully read all assigned materials and completed all required projects. The success of this course and your experience stems directly from your contribution to the task. Your personal development and your grade will be significantly enhanced by a strong effort. It also means active involvement and shared responsibility for any group projects in which you may participate.

#### **Group participation:**

Prior to each site visit or excursion, meet as a group to strategize and prepare an approach to the event. The purpose is to maximize the learning opportunity.

#### **How to write papers for this course:**

The papers will reflect what you have learned in this course. It should be a synthesis of your new understandings presented with cited evidence, clear reasoning, and examples. Type the

papers in 12 points, Times New Roman, single space, with these borders: left - 2 cm, up, down and right – 1, 5 cm. All good writings involve creativity, analytical thinking, logic, and succinctness. Proper grammar, punctuation, spelling, and a writing style are expected. In also request from you the inclusion of proper citations of the sources with their complete bibliography when appropriate. Poor writing style and incorrect grammar will lower your grade significantly. Save it on a disc and turn it to me before the deadlines.

**Deadlines:**

All papers should be directly given to me or should be send through Internet into my e-mail: [adelina\\_moldova@yahoo.com](mailto:adelina_moldova@yahoo.com). All papers should reach me before all deadlines. Deadlines are negotiable only in extreme situation. If you

anticipate trouble submitting work on time, please, contact me immediately. Late materials will be penalizes.

**Grading:**

You will have tests while each semester based on the readings, site visits, papers, presentations, group/team work and discussions. Each test will consist of multiple choices, and short answer essay questions.

The scheme represents the relative weighting that your performance in the various learning opportunities. All of them will determine your final grade.

<i>Participation in all classes</i>	<b>25 %</b>
<i>Reflective paper</i>	<b>20 %</b>
<i>Class and group contribution</i>	<b>30 %</b>
<i>One exam</i>	<b>25 %</b>
<b>TOTAL:</b>	<b>100%</b>

**Surse web:**

1. [www.wikipedia.com](http://www.wikipedia.com)
2. [www.wordnetweb.princeton.edu](http://www.wordnetweb.princeton.edu)
3. [www.pueblocc.edu](http://www.pueblocc.edu)
4. [www.uakron.edu](http://www.uakron.edu)
5. [www.longwoods.com](http://www.longwoods.com)
6. [www.parent.unm.edu](http://www.parent.unm.edu)
7. [www.bellevuecollege.edu](http://www.bellevuecollege.edu)
8. [www.morainevalley.edu](http://www.morainevalley.edu)
9. [www.southalabama.edu](http://www.southalabama.edu)
10. [www.netnet.org](http://www.netnet.org)
11. [www.ohiolearns.org](http://www.ohiolearns.org)
12. [www.uvm.edu](http://www.uvm.edu)
13. <http://honolulu.hawaii.edu>