

**From:** [Vankeerbergen, Bernadette](#)  
**To:** [Smith, Randy](#); [Reed, Katie](#)  
**Cc:** [Martin, Andrew](#); [Nagar, Ila](#); [Steele, Rachel](#); [Jenkins, Mary Ellen](#)  
**Subject:** Informational item--Arts Management BA  
**Date:** Monday, April 7, 2025 4:33:48 PM  
**Attachments:** [Revision BA Arts Management Informational Item.docx](#)  
[image001.png](#)

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Dear Randy and Katie,

Please find attached an informational item to share at an upcoming CAA meeting.

Professor Ila Nagar, Chair of ASCC, shared the proposed changes as an informational item at the ASC Curriculum Committee meeting on Friday, April 4.

Best regards,  
Bernadette



**Bernadette Vankeerbergen, Ph.D.**

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

### **Program Change: Arts Management Major (BA)**

The Department of Arts Administration, Education, and Policy's (AAEP) Arts Management (AM) major curriculum is updated based on a new course developed by Dr. Shari Savage, entitled "**ARTEDUC 5222 Arts Careers: Career Exploration & Development in the Arts**".

The AAEP Undergraduate committee studied the curriculum scope and sequence to best fit the new course into the program. Our recommendation is based on faculty expertise, student and advising feedback - all of which guide the changes we request. Included in this proposal, an updated curriculum map, previous and updated advising sheets that reflect the curricular addition, a newly designed AM sample four-year plan, and a syllabus to the major course offering **ARTEDUC 5222 Arts Careers: Career Exploration & Development in the Arts**.

The aim of **ARTEDUC 5222** is to help students explore various career opportunities in the arts, understand the educational and experiential pathways of successful arts professionals, develop core competencies for employment or further study, and identify their personal strengths and career preferences. After careful consideration of the feedback we received from the Arts Advisor, the Arts Management faculty, and students, we have decided to make this course a requirement component of the undergraduate curriculum. This decision was made with the understanding that students would benefit greatly from acquiring knowledge in this area. This course, initially designed at the 2000 level, has recently been elevated to the 5000 level to accommodate both undergraduate and graduate students, broadening its accessibility across arts programs within the College of Arts and Sciences. The class will be offered as an elective course for graduate students in our program.

Arts Management has grown rapidly since its inception. We currently have 37 students in Arts Management major. We created the new course to both recruit and identify strong candidates looking to major in Arts Management. Currently anyone can declare the major if they have a **2.00 GPA**. We propose this course be made a required part of the AM major for incoming students starting in Autumn 2025. This new required course, ARTEDUC 5222, will be offered in each academic year and taught by Arts Management faculty of the AAEP department, beginning with Dr. Rachel Skaggs. One credit hour increase has been made to

the Arts Management major. Suggested program changes do not impact the Arts Entrepreneurship minor.

Arts advising will encourage students to enroll for ARTEDUC 5222 before declaring their major during their first or second year to help them see different career paths in the arts. If students did not take the class before they declare their majors, arts advising would recommend taking this class along with the introductory major courses, that is comprised of:

ARTEDUC 2100 Introduction to Arts Management

ARTEDUC 3680 Exploring the Creative Industry: Arts Issues in the 21<sup>st</sup> Century or

ARTEDUC 3681 Managing Non-profit Arts Organizations: Balancing Continuity and Change

Along with adding ARTEDUC 5222 to our major's core required courses, we removed our ARTEDUC 5688 Marketing, Communications, and Social Media in Nonprofit Institutions from the major's advanced elective courses to the core required courses list as it fulfills our *Embedded Literacy for Digital Technology (Computer Lab) & Advanced Writing* to avoid any confusion for students.

These changes have been shared with both Arts Management faculty and the larger AAEP department, which was voted on and faculty approved of suggested changes and program plan.

Respectfully submitted,

gloria j. wilson, PhD

Associate Professor

Undergraduate Studies Chair

The Department of Arts Administration, Education, and Policy (AAEP)

## ARTS MANAGEMENT CURRICULUM MAP

ARTS MANAGEMENT	Program Learning Goals			
	Goal #1	Goal #2	Goal #3	Goal #4
<b>Required Courses (offered by the unit)</b>	Students identify the issues, problems and policy interventions impacting contemporary arts and cultural sector	Students analyze the purpose, function, and professional decision making in the arts and cultural organizations	Students understand the professional role and responsibilities of the artist and the cultural worker in society	Students practice the principles of entrepreneurship as applied to the arts
<b>Required CORE Courses (offered inside of the unit)</b>				
2100: Intro to Arts Management	Beginning			
3680 or 3681		Intermediate		
Applied Learning/ Research 4191/4998/4999				Intermediate/Advanced
5222: Arts Careers: Career Exploration & Development in the Arts			Intermediate	
5683 Capstone: 5683: Developing Arts Careers: Positioning Passion				Advanced
5688: Marketing, Communications & Social Media in Non-profits**				Advanced
<b>ADVANCED LEVEL (Select 12 credits)</b>				
5470.01: Contemporary Art, Learning, and Public Practice		Intermediate		
5670: Public Policy and the Arts	Advanced			
5671: Organizational Leadership in the Nonprofit Arts		Advanced		
5672: Managing Cultural Policy Change	Advanced			
5674: The Creative Sector and Creative Cities			Advanced	
5675: International Cultural Relations	Advanced			
5681: Black Art in America: Arts and Cultural Policies from Reconstruction to Afrofuturism	Advanced			
5682: Nonprofit Arts Institution Governance and Board Leadership		Advanced		

5684: Arts Participation, Cultural Literacy, and Audience Development		Advanced		
5685: Arts/Cultural Organizations: Resource Management & Revenue Streams		Advanced		

## ARTS MANAGEMENT CURRICULUM MAP

5686: Cultural Program Design, Implementation, and Evaluation			Advanced	
5687: The Social World of the Arts			Advanced	
5797.04: Museum Studies in London and Paris	Advanced			
<b>Categories of Courses (may be offered inside or outside of unit)</b>				
3690: Arts Entrepreneurship			Intermediate	
5795: Seminar on Topical Issues	Advanced			
5795: Seminar on Topical Issues		Advanced		
5795: Seminar on Topical Issues			Advanced	
5795: Seminar on Topical Issues				Advanced
<b>Pre-Req-Business (12 credits)</b>				
ECON 2001.XX (H)		Beginning		
BUSMHR 2500		Beginning		
MATH 1130 (or higher)	Beginning			
CSE 1110	Beginning			
<b>BUSINESS CORE COURSES (9 credits)</b>				
ACCTMIS 2000		Intermediate		
BUSFIN 3120**		Intermediate		
BUSMHR 3510			Intermediate	
<b>General Education courses</b>				
<b>COLLEGE REQUIREMENTS</b>				
** embedded literacies				

# ARTS MANAGEMENT MAJOR-121 CREDITS (FORMER)

## GENERAL EDUCATION COURSES

General Education Requirements		
Requirement	Course Options	Hours
GE Launch Seminar	GE 1201	1
Foundation: Writing and Information Literacy <sup>a</sup>	<i>Student Choice</i>	3
Foundation: Mathematical & Quantitative Reasoning (or Data Analysis) <sup>a</sup>	<i>Student Choice</i>	3-5
Foundation: Literary, Visual and Performing Arts <sup>a</sup>	<i>Student Choice</i>	3
Foundation: Historical & Cultural Studies <sup>a</sup>	<i>Student Choice</i>	3
Foundation: Natural Science <sup>a</sup>	<i>Student Choice</i>	4-5
Foundation: Social & Behavioral Sciences <sup>a</sup>	<i>Student Choice</i>	3
Foundation: Race, Ethnicity and Gender Diversity <sup>a</sup>	<i>Student Choice</i>	3
Theme: <b>Citizenship for a Diverse &amp; Just World</b> <sup>b</sup>	<i>Student Choice</i>	4-6
Theme: <b>Student Choice</b> <sup>b</sup>	<i>Student Choice</i>	4-6
GE Reflection Seminar	GE 4001	1
General Education Credit Hours:		32-39

## COLLEGE REQUIREMENTS

**COLLEGE REQUIREMENTS: Two (2) courses**

**1-13 Credit Hours**

Required Courses	Hours
ARTSSCI 1100.XX Arts and Sciences Survey	1
World Language	0-12
College Requirements Credit Hours:	1-13

## REQUIRED NON-MAJOR COURSES

**ARTS MANAGEMENT PRE-REQUISITES:** Four (4) courses

13 Credit Hours

Pre-requisite Courses	Hours
ECON 2001.XX (H) Principles of Microeconomics	3
BUSMHR 2500 Entrepreneurship	3
MATH 1130 College Algebra for Business	4
CSE 1110 Introduction to Computing Technology	3
Arts Management Pre-requisites Credit Hours:	13



**BUSINESS CORE COURSES:** Three (3) courses

9 Credit Hours

Business Core Courses (Required)	Hours
ACCTMIS 2000* Foundations of Accounting	3
BUSFIN 3120 Foundations of Finance [prereq: ACCTMIS 2000, MATH 1116 or higher, ECON 2001.XX (H)] ** ( <i>Embedded Literacy for Data Analysis</i> )	3
BUSMHR 3510 Innovation and Entrepreneurship	3
<b>Business Core Courses (Required) Credit Hours:</b>	<b>9</b>

\* ACCTMIS 2000 is for non-majors, however many students find it difficult to do well. If you know Math is not a strength area, you might consider taking accounting at Columbus State Community College (CSCC). Be advised that you need both 2000 levels (or two courses at CSCC) for the credits to transfer and count toward fulfilling ACCTMIS 2000 credits at OSU.

**MAJOR COURSEWORK****Arts Policy & Management:** Two (2) Required courses

6 Credit Hours

ARTEDUC 2100 Introduction to Arts Management

**Select one:**

ARTEDUC 3680 Exploring the Creative Industry: Arts Issues in the 21st Century

ARTEDUC 3681 Managing Non-profit Arts Organizations: Balancing Continuity &amp; Change

**ADVANCED COURSES:** Arts Policy & Management: Five (5) courses (Prereq: ARTEDUC 2100; ARTEDUC 3680 or 3681)

15 Credit Hours

**Not all courses are offered every year:**

ARTEDUC 5682 Nonprofit Arts Institutions, Governance and Board Leadership

ARTEDUC 5684 Arts Participation, Cultural Literacy, and Audience Development

ARTEDUC 5685 Arts/ Cultural Organizations: Resource Management & Revenue Streams

ARTEDUC 5686 Cultural Program Design, Implementation, and Evaluation

ARTEDUC 5670 Public Policy and the Arts

ARTEDUC 5671 Organizational Leadership in the Nonprofit Arts

ARTEDUC 5672 Managing Cultural Policy Change

ARTEDUC 5674 The Creative Sector and Creative Cities

ARTEDUC 5675 International Cultural Relations

ARTEDUC 5687 Social World of the Arts

ARTEDUC 5688 Marketing, Communications, and Social Media in Nonprofit Institutions \*\* Embedded Literacy for Digital Technology & Advanced Writing (Computer Lab)

ARTEDUC 5797.04 Museum Studies in London

## 3 Credit hours

*Prepares students as entrepreneurs to enter nonprofit, commercial, public and/or academic careers through independent investigation, dossier development, research proposals, and grant writing.*

## 3 Credit Hours

ARTEDUC 4191: Internship\*\*\*

### **\*\*Embedded Literacies:**

Data Analysis = BUSFIN 3120 Intro to Finance

## ELECTIVES

[illegible]

<b>Credit Hours:</b>		<b>36</b>

<sup>a</sup> Some coursework required by the major or college may satisfy GE requirements. Please add an asterisk to "student choice" for any GE category where that category can be satisfied by a required course. Please indicate in parentheses following the course listing within College/Degree requirements or Major Coursework what GE category the course satisfies (e.g., "Biology 1113 (Nat Sci)" in the Major Core for programs that require this as a prerequisite to major coursework). There is no limit to the number of courses that may overlap between the GE Foundations and the rest of the academic program

<sup>b</sup> Students complete either a 4-credit course or two 3-credit courses in each of two General Education Theme areas: Citizenship for a Diverse & Just World (required), and the student's choice of available GE Themes. If major-required courses are approved as a GE Theme course, one course in each GE Theme area may double count in the GE and major hours. Theme courses are identified with a ♦ symbol.

\* These courses are can also fulfill certain GE Requirements above (may be degree requirements, pre- or co-requisites, or major courses).

<b>General Education</b>	<b>32-39</b>
<b>Required Non-Major Courses</b>	<b>13</b>
<b>College/Degree Requirements</b>	<b>1-13</b>
<b>Major</b>	<b>36</b>
<b>Open Electives</b>	<b>19-38</b>
<b>Minimum Total Credit Hours</b>	<b>121</b>

#### **Policies and General Requirements for Degree**

- A minimum of 121 total credit hours. Remedial coursework (English 1109; EDUTL 1001, 1002, 1003, 1004, 1005, 1006, 1007, 1010; Mathematics 1040, 1050, 1073, 1074, 1075) do not count toward the 121-hour minimum requirement for the BA degree.
- If a major-required course or major elective is a GE Theme course, two 3-4 credit courses (no more than one per theme area) is permitted to double count in the GE and major hours. GE Theme courses are indicated with a ♦ symbol. There is no limit on overlap between the GE Foundations courses and other coursework.
- Students are encouraged to participate in education abroad opportunities. Consult with your advisor for how education abroad credit applies to your degree.
- Courses required in the major (including major-supporting courses and major electives) may **not** be taken pass/non-pass.
- Coursework taken as open electives may include a maximum of 4 credit hours of physical activity courses (all 1139-1197 courses), and a maximum of 4 credit hours of campus music organizations.
- A maximum of six hours of individual studies courses (xx93) can be applied toward graduation; some majors may have a lower maximum.

#### **Policies and General Requirements for Minors/Minor Equivalent**

- The minor/minor equivalent must contain a minimum of 12 credit hours distinct from the major and/or additional minors (i.e., if a minor requires more than 12 credit hours, a student is permitted to overlap those hours beyond 12 with the major or with another minor).
- A 2.00 cumulative point-hour ratio is required in the minor/minor equivalent with a minimum C- grade for any course to be listed in the minor or minor equivalent (includes transfer credit).
- For programs requiring a minor: minors should be declared by the time students complete 60 hours.
- A student is permitted to count up to 6 credit-hours of transfer and/or EM credit in the minor or minor equivalent.
- Coursework graded Pass/Non-Pass cannot count in the minor. No more than 3 credit-hours of course work graded S/U may count toward the minor. Maximum of 3 credit-hours of xx93 are allowed to count in the minor.

# ARTS MANAGEMENT MAJOR-121 CREDITS (NEW)

## GENERAL EDUCATION COURSES

General Education Requirements		
Requirement	Course Options	Hours
GE Launch Seminar	GE 1201	1
Foundation: Writing and Information Literacy	<b>Student Choice</b>	3
Foundation: Mathematical & Quantitative Reasoning/Data Analysis #	<b>Student Choice</b>	3-5
Foundation: Literary, Visual and Performing Arts	<b>Student Choice</b>	3
Foundation: Historical & Cultural Studies	<b>Student Choice</b>	3
Foundation: Natural Science	<b>Student Choice</b>	4-5
Foundation: Social & Behavioral Sciences #	<b>Student Choice</b>	3
Foundation: Race, Ethnicity and Gender Diversity	<b>Student Choice</b>	3
Theme: <b>Citizenship for a Diverse &amp; Just World ##</b>	<b>Student Choice</b>	4-6
Theme: <b>Student Choice ##</b>	<b>Student Choice</b>	4-6
GE Reflection Seminar	GE 4001	1
<b>General Education Credit Hours:</b>		<b>32-39</b>

# GE Requirements in these categories can be fulfilled by major pre-requisites: Econ 2001.XX(H) Principles of Microeconomics (*for Social and Beh.Sci.*) and 1130 College Algebra for Business (*for Math & Quant*).

## These GEN categories can be fulfilled using pre-requisite courses to the Arts Management Major. Please see your academic advisor for further details.

## COLLEGE REQUIREMENTS

**COLLEGE REQUIREMENTS: Two (2) courses**

**1-13 Credit Hours**

Required Courses	Hours
ARTSSCI 1100.XX Arts and Sciences Survey	1
World Language	0-12
<b>College Requirements Credit Hours:</b>	<b>1-13</b>

## REQUIRED NON-MAJOR COURSES

**ARTS MANAGEMENT PRE-REQUISITES:** Four (4) courses

13 Credit Hours

Pre-requisite Courses	Hours
ECON 2001.XX (H) Principles of Microeconomics	3
BUSMHR 2500 Entrepreneurship	3
MATH 1130 College Algebra for Business	4
CSE 1110 Introduction to Computing Technology	3
<b>Arts Management Pre-requisites Credit Hours:</b>	<b>13</b>

*\* ACCTMIS 2000 is for non-majors, however many students find it difficult to do well. If you know Math is not a strength area, you might consider taking accounting at Columbus State Community College (CSCC). Be advised that you need both 2000 levels (or two courses at CSCC) for the credits to transfer and count toward fulfilling ACCTMIS 2000 credits at OSU.*

## MAJOR COURSEWORK

**BUSINESS CORE COURSES:** Three (3) courses

9 Credit Hours

Business Core Courses (Required)	Hours
ACCTMIS 2000* Foundations of Accounting	3
BUSFIN 3120 Foundations of Finance [prereq: ACCTMIS 2000, MATH 1116 or higher, ECON 2001.XX (H)] ** <i>(Embedded Literacy for Data Analysis)</i>	3
BUSMHR 3510 Innovation and Entrepreneurship	3
<b>Business Core Courses (Required) Credit Hours:</b>	<b>9</b>

**Arts Policy & Management: Four (4) Required courses****10 Credit Hours**

<b>Arts Management Core Required Courses</b>	<b>Hours</b>
ARTEDUC 2100 Introduction to Arts Management	3
<b>Select one:</b> ARTEDUC 3680 Exploring the Creative Industry: Arts Issues in the 21st Century [prereq: ARTEDUC 2100]  ARTEDUC 3681 Managing Non-profit Arts Organizations: Balancing Continuity & Change Century [prereq: ARTEDUC 2100]	3
ARTEDUC 5222 Arts Careers: Career Exploration & Development in the Arts	1
ARTEDUC 5688 Marketing, Communications, and Social Media in Nonprofit Institutions ** <i>Embedded Literacy for Digital Technology (Computer Lab) &amp; Advanced Writing</i>	3
<b>Arts Management Core Required Courses Credit Hours:</b>	<b>10</b>

**ADVANCED COURSES: Arts Policy & Management: Choose Four (4) courses****12 Credit Hours**

<b>Arts Management Advanced Courses (not all courses are offered every year)</b>	<b>Hours</b>
ARTEDUC 5470.01 Contemporary Art, Learning, and Public Practice	3
ARTEDUC 5670 Public Policy and the Arts	3
ARTEDUC 5671 Organizational Leadership in the Nonprofit Arts	3
ARTEDUC 5672 Managing Cultural Policy Change	3
ARTEDUC 5674 The Creative Sector and Creative Cities	3
ARTEDUC 5675 International Cultural Relations	3
ARTEDUC 5681 Black Art in America: Arts and Cultural Policies from Reconstruction to Afrofuturism	3

ARTEDUC 5682 Nonprofit Arts Institution, Governance and Board Leadership	3
ARTEDUC 5684 Arts Participation, Cultural Literacy, and Audience Development	3
ARTEDUC 5685 Arts/Cultural Organizations: Resource Management & Revenue Streams	3
ARTEDUC 5686 Cultural Program Design, Implementation, and Evaluation	3
ARTEDUC 5687 The Social World of the Arts	3
ARTEDUC 5797.04 Museum Studies in London & Paris	3
<b>Arts Management Advanced Courses Credit Hours:</b>	<b>12</b>



**REQUIRED: CAPSTONE (Senior year)**

3 Credit hours

CAPSTONE Course	Hours
ARTEDUC 5683 Developing Arts Careers: Positioning Passion  <i>Prepares students as entrepreneurs to enter nonprofit, commercial, public and/or academic careers through independent investigation, dossier development, research proposals, and grant writing.</i>	3
Capstone Course Credit Hours:	3

**REQUIRED: APPLIED LEARNING EXPERIENCE**

3 Credit Hours

Required Applied Learning Experience Courses (Choose one)	3 credit hours
ARTEDUC 4191: Internship**	3
ARTEDUC 4998 Creative Activity in Art Education: Undergraduate Scholarship [ <i>Consent: Instructor consent is required</i> ]	3
ARTEDUC 4999 Thesis Research [ <i>Preq: Permission of instructor; Consent: Instructor consent is required</i> ]	3
Required Applied Learning Experience Course Credit Hour:	3

\*\*\***Internship Guidelines:** Meet with Barnett Internship Program coordinator to identify internship offerings, expectations, and guidelines for evaluation of your internship progress.

**\*\*Embedded Literacies:**

Digital Technology & Advanced Writing = ARTEDUC 5688: Marketing, Communications, and Social Media in Nonprofit Institutions

Data Analysis = BUSFIN 3120 Foundations of Finance

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**ELECTIVES**

## Open Electives

[illegible]

<b>Elective Credit Hours:</b>		<b>19-38</b>

<b>General Education</b>	<b>32-39</b>
<b>College Requirements</b>	<b>1-13</b>
<b>Required Non-Major Courses</b>	<b>13</b>
<b>Major Courses</b>	<b>37</b>
<b>Open Electives</b>	<b>19-38</b>
<b>Minimum Total Credit Hours</b>	<b>121</b>

Policies and General Requirements for Major and Minors/Minor equivalent can be found in ASC Operations Manual at <https://ascas.osu.edu/submission/development/submission-materials/asc-operations-manual> . Please see your academic advisor for further details.

## ARTEDUC 5222

### Arts Careers: Career Exploration & Development in the Arts Fall 2024

Classroom: Stillman Hall 131  
Time: Wednesdays 10:00am – 10:55am

#### Professor

Dr. Rachel Skaggs  
Assistant Professor of Arts Management  
Holder of the Lawrence and Isabel Barnett Assistant Professorship in Arts Management  
Arts Administration, Education, and Policy  
The Ohio State University  
Email: skaggs.131@osu.edu

**Office Hours:** Thursdays from 10:00 – 12:00 in Sullivant 135D or on Zoom by appointment

#### Course Mission and Objectives:

In this course, students will be introduced to a wide range of professions that involve the Arts. At each weekly class meeting, current professionals from diverse arts fields will visit and present about their experiences. First, you will have the opportunity to do some analysis of and reflection upon what your personal traits are, using Clifton Strength Finders, and upon what you consider to be meaningful work in general, using our Meaningful Work Statement. Based on the criteria you develop, you will then be able to size-up the work experiences and daily routines of Arts organizations and their structures, arts and artist entrepreneurs, museum educators or administrators, Pre-K 12 arts teachers, Community-based arts organizations, and other arts professionals who will visit. During their presentations, they will speak about how their educational choices prepared them for work in their fields and how they acquired sufficient experiences and training to be able to succeed in their chosen careers. Finally, we will explore strategies for identifying and obtaining internships and work experiences in the arts, as well as the details of job seeking, including resume, curriculum vitae, and LinkedIn profile preparation, as well as the writing of cover letters, statements of purpose and interviewing for jobs. Students will be encouraged to participate in informal job shadowing for further insight.

#### By the end of this course, students will:

1. Identify the various careers and opportunities in the arts.
2. Become familiar with the educational and experiential backgrounds of successful arts professionals.
3. Use a variety of OSU support services that promote and develop student academic success and professional life after graduation.
4. Practice core competencies in writing resumes, obtaining internships, and effective strategies for finding employment or graduate-level study in the arts after completing undergraduate degrees in arts-related majors.
5. Identify their own strengths and preferences to guide their job searches and career choices.

### **Format of instruction & Credit Hours:**

Arts Careers is a 1 credit hour course that will be conducted in-person, with invited speakers and visitors attending the course to speak face to face or via Zoom. According to Ohio State policy, students should expect one 55-min session per week of direct instruction and to 2 hours homework outside of class (i.e., assignment preparation/completion, readings).

### **The Department of Art Administration, Education & Policy Statement on Teaching**

In line with [OSU's Shared Values](#), the [Department of Art Administration, Education & Policy](#) (AAEP) understands that diversity, equity, inclusion, and accessibility are essential foundations of humanity and our excellence as a university community. A core goal of AAEP is to empower students to function as critically engaged citizens with and through the arts, in ways that improve the well-being of our local, state, national, and global communities. We also strive to foster social change and uphold equal rights through innovative teaching and learning in the arts and the creative economy. The Department has an important role to play in finding concrete ways to intervene and help to create the conditions for acts of social justice that confront varying oppressive systems. We commit to creating a brave and welcoming environment for all students, faculty, and staff. We dedicate ourselves to opening up sustained dialogue about social injustices, inequity, and power, which expands student perspectives, develops empathy and critical thinking, and supports resilience. We expect students to thoughtfully and respectfully engage in the course materials and ideas presented therein.

### **Grading & Grading Scale**

Attendance and Participation: 15 extra credit points possible

Homework: 40 points

Collection of Resources, Ideas, and Action Steps for Career Development: 50 Points

Meaningful Work Reflections: 60 points

	A (93%-100%)	A- (90% - 92%)
B+ (87%-89%)	B (83% - 86%)	B- (80% - 83%)
C+ (77 % - 79%)	C (73% - 76%)	C- (70% - 72%)
D+ (67% - 69%)	D (63% - 66%)	E (62% - 0%)

### **Attendance & Participation:**

Students should attend class to get the most out of it. The point is to learn things you don't yet know about careers in the Arts, and you can't do that if you're not here. There will be 15 TopHat "quizzes" at the beginning of each class, through Carmen. You can earn up to 15 extra credit points in this way. The total points for class will not exceed 100 (i.e., if you have 140 points from Homework, Collection or Resources, Meaningful Work Reflections, and 15 points from TopHat, you still only get 150 points).

### **Late Assignments:**

Assignments must be turned in by 11:59 pm the night before the class session indicated in the course calendar. If you are unable to submit your work on time due to illness, verifiable documentation will be required.

### **Homework (8 points each; 40 points total)**

Assignments will be structured as a series of open-ended questions on Carmen. Students must turn in these

assignments (see calendar) via Carmen by 11:59 PM the day before class.

1. Assignment 1: Explore your college's career services resources and answer the following questions:
  - a. What were your main takeaways from these resources?
  - b. When can you begin using services provided?
  - c. What kinds of tools, workshops, and databases are available to you?
  - d. Which services do you find most useful? Why?
2. Assignment 2: Resume/CV design
  - a. What resources did you use to learn about resumes or CV design in your field of interest?
  - b. What resume or CV design/layout is common in your field of interest?
  - c. How long should your resume be?
  - d. What experiences, education, and/or skills should you highlight?
  - e. What should you avoid including or writing?
3. Assignment 3: Internships / work experiences (find three):
  - a. For each of the three: What will you need to accomplish before applying?
  - b. For each of the three: When is the timeframe for application consideration? Deadline?
  - c. For each of the three: Is it a paid opportunity or unpaid? Is it worth it?
4. Assignment 4: First Report on conversation with a professional
  - a. Find a professional that works in an art-related career you think you might enjoy who lives in an area where you could see yourself living after graduation. Politely reach out to that person and ask them if they would be willing to have a short conversation with you (15-20 minutes) over zoom, phone, email, or in-person. Be prepared for your conversation with 3-4 questions of genuine interest about their careers, how they got to where they are in their careers, and any advice they would have for you in pursuing a career in their field.
  - b. After the conversation, on Carmen, you will answer the following questions:
    - i. Who did you interview and why did you select this person?
    - ii. What questions did you prepare to ask this person?
    - iii. What did you learn from your conversation with this person?
    - iv. Does this profession seem worth looking into more, or have you learned that this is not for you? Why?
5. Assignment 5: Second Report on conversation with a professional
  - a. Find a professional that works in an art-related career you think you might enjoy who lives in an area where you could see yourself living after graduation. Politely reach out to that person and ask them if they would be willing to have a short conversation with you (15-20 minutes) over zoom, phone, email, or in-person. Be prepared for your conversation with 3-4 questions of genuine interest about their careers, how they got to where they are in their careers, and any advice they would have for you in pursuing a career in their field.
  - b. After the conversation, on Carmen, you will answer the following questions:
    - i. Who did you interview and why did you select this person?
    - ii. What questions did you prepare to ask this person?
    - iii. What did you learn from your conversation with this person?
    - iv. Does this profession seem worth looking into more, or have you learned that this is not for you? Why?

### **Collection of Resources, Ideas, and Action Steps for Career Development (50 points)**

Throughout the semester, we will be encountering a significant amount of information from readings, speakers, and other types of resources. Part of good professional practice is keeping track of resources, thoughts, quotes, people, ideas, and action steps that are helpful to you on your professional journey. To encourage this practice, you will be required to keep a weekly collection that you will submit as a Word

document or PDF in Carmen before the last day of class. There is no length restriction on your answer, but you must collect at least three things (e.g., resources, links, ideas, action steps, quotes from class speakers, etc.) each week.

This assignment should be structured as shown in the example below, using bullet points to report on the collected “thing” and briefly saying why you collected it or your thoughts on it. If you are using a resource from online, it must be hyperlinked rather than pasting a link into the document; this is how I expect you to cite sources for this assignment since it is meant to be useful to you in your career development rather than serving as a course paper with a particular citation style. Please use 12-point font; normal margins; double or single spaced; Times New Roman, Arial, or Calibri font.

**NOTE!** Like a course journal, this assignment will be much easier if you keep up with it every week rather than trying to make it up at the end.

### **Example Weekly Entry:**

Week of 9/18

- In the class visit with Dr. Patel, she told us about OSU’s teaching [licensure only program](#). If I want to be a BAAM major but also want to be able to teach in Ohio in a K-12 school, I need to look into how to enroll in this program.
- From our reading on the [AFTA Impact Explorer](#) this week, I learned that every dollar spent on art education saves \$9 in other public costs. I did not realize that this kind of education could impact other areas of how cities and states think about their budgets and social services!
- One of the links I explored from the AFTA Impact Explorer this week led me to learn about a [webinar series from the Creative Youth Development National Partnership](#). I could look into these and watch some of the recordings to learn more about topics like how libraries are reaching young people with creative programming? Based on this, I also looked into what programs the Columbus library system has and learned that they have summer internships! I will email Dr. Michelle Attias to ask her if I could do a Barnett internship at the Library this summer.

### **Meaningful Work Reflections (20 pts each; 60 points total)**

Over the course of the semester, we would like you to think about at least 3 of the professions you have heard about, from the perspective of our Meaningful Work Statements. There is no length restriction on your answer, but please try to keep it under 3 pages (12-point font; normal margins; double or single spaced; Times New Roman, Arial, or Calibri font).

For each of these 3, please write a response to the following questions:

1. What are the values inherent in the profession (e.g., accomplishment, accountability, creativity, etc.)?
2. What skills are required in this profession? Does this profession seem to involve the kinds of things that you are good at (e.g., adapting, teaching, working in a team setting, analyzing data, counseling, etc.)?
3. Does this profession engage either your curiosity or your passions (e.g., aviation, design, education, etc.)?

4. Does this profession seem to work with, help or serve the same populations you are interested in serving (e.g., adults, children, artists etc.)?

5. Does this profession seem worth looking into more, or have you learned that this is not for you? Why?

#### **CarmenCanvas ACCESS:**

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device ([go.osu.edu/add-device](http://go.osu.edu/add-device)) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Install the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service. If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

#### **Academic Misconduct**

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**Disability Services:** The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request



reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or <http://slds.osu.edu>.

**Religious Accommodations:** Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

### **Mental Health Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

### **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the

appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### **Late Work**

Late work will be accepted but penalized 10% per day it is late unless prior arrangements are made via email with the professor.

### **Technology in the Classroom**

While taking this class, you must behave in a way that demonstrates respect for faculty and students and that supports the learning environment of all students. Therefore, laptops should be used only for tasks directly related to the class. During class time, computers, cellular phones, and other internet-enabled devices may not be used to check email, browse the Internet, or conduct work for other classes. Such behavior distracts other students and interferes with the faculty member's ability to teach. All laptops and other devices will be off when there are guest speakers. Cell phones should only be used during the seminar break. You are expected to turn-off or disable notifications to their devices that would distract from the learning environment, whether meeting in-person or via Zoom. No recording is permitted unless agreed upon with the instructor in advance.

### **Chat GPT & other AI use**

Artificial intelligence (AI) language models, such as ChatGPT, may be used to a limited extent with (i) appropriate citation and (ii) an explanatory note submitted by the student at the same time as submitting the assignment for which it was used to course faculty detailing the student's intent for using the AI in relation to the assignment and the prompts that the student utilized. If utilized, AI is to serve as one tool to the student, not as a substitute for the student's own critical thinking, research, writing, and presenting, etc. If you are in doubt as to whether you are using AI language models appropriately in this seminar, I encourage you to discuss your situation with me. You are responsible for fact checking statements composed by AI language models.

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## Course Schedule & Homework (Due midnight the night before class session)

\*Approximate Schedule – Some Speakers or Topics May Change

Week	Date	Topic	Scheduled Speaker	Homework / In-class
1	8/21	Overview and Meaningful Work Statement	Dr. Skaggs	In Class: High 5 Strengths Test to identify personal career areas of strength; Values Exercise
2	8/28	Generate Questions for Speakers   Barnett Internship Program	Dr. Skaggs Dr. Michelle Attias	Reading: SNAAP Internships (on Carmen)  In Class: Social Impact Explorer (AFTA)  Due: Reflection essay 1 – Your Strengths, Meaningful Work
3	9/4	Resumes, CVs, LinkedIn and Cover Letters	Barbara Harvey – OSU Career Services	Reading: SNAAP Arts Careers (on Carmen)
4	9/11	Arts-Related Professional MA Programs	Dr. Dana Kletchka – OSU Department of Arts Administration, Education, and Policy	Reading: Arts Impact Explorer Fact Sheet “ARTS + WORKFORCE DEVELOPMENT” (AFTA Link); Explore at least two links from the fact sheet  Due: Resume / CV
5	9/18	Teaching Art in Pre-K-12 settings	Dr. Ketel Patel – OSU Department of Arts Administration, Education, and Policy	Reading: Arts Impact Explorer Fact Sheet “ARTS+YOUTH EDUCATION” (AFTA Link); Explore at least two links from the fact sheet  Due: Explore your College and Department’s career services resources
6	9/25	Jobs in the Creative Economy	Dr. Shoshanah Goldberg-Miller – OSU Department of Arts Administration, Education, and Policy	Reading: Arts Impact Explorer Fact Sheet “ARTS+PLANNING” (AFTA Link); Explore at least two links from the fact sheet
7	10/2	Arts Research	Jennifer Novak-Leonard	Reading: Arts Impact Explorer Fact Sheet “ARTS+COMMUNITY DEVELOPMENT” (AFTA Link); Explore at least two links from the fact sheet
8	10/9	Arts Marketing & Communications	Lydia Simon, CMA	Arts Impact Explorer Fact Sheet “ARTS+LIFELONG LEARNING” (AFTA Link); Explore at least two links from the fact sheet

				Due: Internships or work experiences (find 3)
9	10/16	Music & Nonprofit Leadership	Stephanie Matthews – A Tribe for Jazz	Arts Impact Explorer Fact Sheet “ARTS+HISTORY AND HERITAGE” (AFTA Link); Explore at least two links from the fact sheet  Due: Reflection Essay 2
10	10/23	Community arts organizations	Dr. David Guion-Dublin Arts	Arts Impact Explorer Fact Sheet “ARTS+COMMUNITY COHESION” (AFTA Link); Explore at least two links from the fact sheet
11	10/30	Design	Dr. Mary Ann Beecher – OSU Department of Design	Arts Impact Explorer Fact Sheet “ARTS+INNOVATION” (AFTA Link); Explore at least two links from the fact sheet  Due: First report from interview of a professional.
12	11/6	Arts in Public Media	Dr. Daniel Shellenbarger – The Ohio Channel	Arts Impact Explorer Fact Sheet “ARTS+CIVIC DIALOGUE” (AFTA Link); Explore at least two links from the fact sheet
13	11/13	Museum education	Dionne Custer Edwards – The Wexner Center	Reading: Arts Impact Explorer Fact Sheet “ARTS+ART” (AFTA Link); Explore at least two links from the fact sheet  Due: Second report from interview of a professional.
14	11/20	Urban Arts Space Internship Program	Dr. Terron Banner, Urban Arts Space	Reading: Arts Impact Explorer Fact Sheet “ARTS + EQUITY & DIVERSITY” (AFTA Link); Explore at least two links from the fact sheet  Due: Reflection Essay 3
15	11/27	Thanksgiving Break – Class Will Not Meet		
16	12/4	Planning for Successful Careers	Dr. Rachel Skaggs	In Class: Group conversation and presentation of personal Collections of Resources, Ideas, and Action Steps for Career Development

				Due: Collection of Resources, Ideas, and Action Steps for Career Development
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**2222 Arts Careers**  
**Career Exploration & Development in the Arts**  
**1 credit hour S/U grade**

Instructor: Staff  
Office: Sullivant Hall 231  
Office hours:  
Time: Wednesdays 3:00pm – 3:55pm  
E-mail:

**Course description**

In this course, students will be introduced to a wide range of professions that involve the Arts. At each weekly class meeting, current professionals from diverse arts fields will visit and present about their experiences. First, you will have the opportunity to do some analysis of and reflection upon what your personal traits are, using Clifton Strength Finders, and upon what you consider to be meaningful work in general, using our Meaningful Work Statement. Based on the criteria you develop, you will then be able to size-up the work experiences and daily routines of Arts organizations and their structures, arts and artist entrepreneurs, museum educators or administrators, Pre-K 12 arts teachers, Community-based arts organizations, and other arts professionals who will visit. During their presentations, they will speak about how their educational choices prepared them for work in their fields and how they acquired sufficient experiences and training to be able to succeed in their chosen careers. Finally, we will explore strategies for identifying and obtaining internships and work experiences in the arts, as well as the details of job seeking, including resume, curriculum vitae, and LinkedIn profile preparation, as well as the writing of cover letters, statements of purpose and interviewing for jobs. Students will be encouraged to participate in informal job shadowing for further insight.

**General goals and learning outcomes**

**By the end of this course, students will:**

1. Identify the various careers and opportunities in the arts.
2. Become familiar with the educational and experiential backgrounds of successful arts professionals.
3. Use a variety of OSU support services that promote and develop student academic success and professional life after graduation.
4. Practice core competencies in writing resumes, obtaining internships, and effective strategies for finding employment or graduate-level study in the arts after completing undergraduate degrees in arts-related majors.
5. Identify their own strengths and preferences to guide their job searches and career choices.

**Format of instruction & Credit Hours:**

Arts Careers is a 1 credit hour course that will be conducted in-person, with invited speakers

and visitors attending the course to speak F2F or via Zoom. According to Ohio State policy, students should expect one 55-min session per week of direct instruction and to 2 hours homework outside of class (i.e., assignment preparation/completion).

### **The Department of Art Administration, Education & Policy Statement on Teaching**

In line with [OSU's Shared Values](#), the [Department of Art Administration, Education & Policy](#) (AAEP) understands that diversity, equity, inclusion, and accessibility are essential foundations of humanity and our excellence as a university community. A core goal of AAEP is to empower students to function as critically engaged citizens with and through the arts, in ways that improve the well-being of our local, state, national, and global communities. We also strive to foster social change and uphold equal rights through innovative teaching and learning in the arts and the creative economy. The Department has an important role to play in finding concrete ways to intervene and help to create the conditions for acts of social justice that confront varying oppressive systems. We commit to creating a brave and welcoming environment for all students, faculty, and staff. We dedicate ourselves to opening up sustained dialogue about social injustices, inequity, and power, which expands student perspectives, develops empathy and critical thinking, and supports resilience. We expect students to thoughtfully and respectfully engage in the course materials and ideas presented therein.

### **Grading**

Attendance and Participation: 15 extra credit points possible (see TopHat Quizzes below)

Homework: 40 points

Meaningful Work Reflections: 60 points

**\*\*Students who receive  $\geq 64$  of 100 total points on Homework, Reflection Essays and Attendance/Participation will receive an S grade for the course\*\***

### **Attendance & Participation:**

Students should attend class to get the most out of it. The point is to learn things you don't yet know about careers in the Arts, and you can't do that if you're not here. There will be 15 TopHat "quizzes" at the beginning of each class, through Carmen. You can earn up to 15 extra credit points in this way. The total points for class will not exceed 100 (i.e., if you have 90 points from Homework and Meaningful Work Reflections, and 15 points from TopHat, you still only get 100 points).

### **Late Assignments:**

Assignments must be turned in by 11:59 pm the night before the class session indicated in the course calendar. If you are unable to submit your work on time due to illness, verifiable documentation will be required.

**Homework:** Students must upload all assigned homework (see calendar) via Carmen by midnight the day before class.

1. Explore your College's career services resources (8 pts)
  - a. When can you begin using services provided?
  - b. What kinds of tools, workshops, and databases are available to you?
  - c. Which services do you find most useful? Why?

2. Resume/CV design (8 pts)
  - a. What resume or CV design/layout is common in your field of interest?
  - b. How long should your resume be? What should you highlight? What should you avoid including or writing?
3. Internships / work experiences: find 3 (8 pts)
  - a. What will you need to accomplish before applying?
  - b. When is the timeframe for application consideration? Deadline?
  - c. Is it a paid opportunity or unpaid? Is it worth it?
4. First Report on interview a professional (8 pts)
  - a. Find a professional that works in an art-related career you think you might enjoy.
5. Second Report on interview a professional (8 pts)
  - a. Find another professional that works in an arts-related career you think you might enjoy.

**Meaningful Work Reflections (20 pts each):** Over the course of the semester, we would like you to think about at least 3 of the professions you have heard about, from the perspective of our Meaningful Work Statements. For each of these 3, please write a response to the following questions:

1. What are the values inherent in the profession (e.g., accomplishment, accountability, creativity, etc.)?
2. Does this profession seem to involve the kinds of things that you are good at (e.g., adapting, analyzing data, counseling, etc.)?
3. Does this profession engage either your curiosity or your passions (e.g., aviation, design, education, etc.)?
4. Does this profession seem to work with, help or serve the same populations you are interested in serving (e.g., adults, children, artists etc.)?
5. Does this profession entail actions by you, or by your audience, that are appealing to you (e.g., advising, advocating, building, etc.)?
6. Does this profession seem worth looking into more, or have you learned that this is not for you? Why?

There is no length restriction on your answer, but please try to keep it under 3 pages.

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### Covid-19

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

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The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Religious Accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

### Course Schedule & Homework (Due midnight the night before class session)

\*Approximate Schedule – Some Speakers or Topics May Change

Week	Date	Topic	Scheduled Speaker	Homework / In-class
1	8/23	Overview and Meaningful Work Statement	Staff	Strength Finder to identify desirable “roles”.
2	8/30	Generate Questions for Speakers	Staff	Due: Reflection essay 1 – Your Strengths, Meaningful Work
3	9/6	Resumes, CVs, LinkedIn and Cover Letters	Staff	Due: Resume / CV
4	9/13	Arts-Related Professional MA Programs	Dr. Dana Kletchka	
5	9/20	Teaching Art in Pre-K-12 settings	Dr. Ketal Patel	Due: Explore your College’s career services resources
6	9/27	Arts Entrepreneurship	Dr. Rachel Skaggs	
7	10/4	Barnett Center Internship program	Dr. Michelle Attias	Due: Read SNAAP Reports on Carmen
8	10/11	Community arts organizations	Dr. David Guion-Dublin Arts	Due: Internships or work experiences find 3
9	10/18	Research day	Use this day for interviews or research	Reflection Essay 2
10	10/25	Design	Dr. Mary Ann Beecher, Design	
11	11/1	Arts Marketing & Communications	Lydia Simon, CMA	Due: First report from interview of a professional.
12	11/8	Galleries & artist agents	Sherry Hawk-Hawk Gallery	
13	11/15	Museum education	Dr. Dionne Custer-Wexner Center	
14	11/22	<b>Thanksgiving</b>	<b>No Class</b>	
15	11/29	Art Historians & Curators	Nannette Macijunes CMA	Due: second report from interview of a professional.
16	12/6	Advocacy & Creative workforce	Angela Meleca, CEO Meleca Creative Advisors	Reflection Essay 3

