

Fiscal Unit/Academic Org	Art Education - D0225
Administering College/Academic Group	Arts And Sciences
Co-administering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Arts Management
Type of Program/Plan	Undergraduate bachelors degree program or major
Program/Plan Code Abbreviation	ARTEDU
Proposed Degree Title	Bachelor of Arts in Arts Management

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				36	
Required credit hours offered by the unit	Minimum			27	
	Maximum			0	
Required credit hours offered outside of the unit	Minimum			9	
	Maximum			0	
Required prerequisite credit hours not included above	Minimum			12	
	Maximum			12	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Students identify the issues, problems and policy interventions impacting the contemporary arts and cultural sector.
 - Students analyze the purpose, function, and professional decision making in 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 arts and culture.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Classroom assignments

- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

- Practicum, internship or research evaluation of student work

- Capstone course reports, papers, or presentations

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)**Surveys and Interviews**

- Student survey
- Alumni survey
- Student evaluation of instruction

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- Student or alumni honors/recognition achieved
- Peer review of program
- Curriculum or syllabus review
- Outreach participation

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Analyze and discuss trends with the unit's faculty
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Make improvements in learning facilities, laboratories, and/or equipment
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
- Benchmark against best programs in the field

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- Chairs-let 10:09.docx: Chair's Letter
(Letter from Program-offering Unit. Owner: Savage, Shari L)
- APA MAJOR JAN2011.docx: Program Rationale
(Program Rationale Statement. Owner: Cataldi, Betty Jane)
- APA MAJOR PROGRAM JAN2011.docx: Program Proposal
(Program Proposal. Owner: Cataldi, Betty Jane)
- APA MAJOR PROGRAM JAN2011.docx: Program Advising Sheet
(Semester Advising Sheet(s). Owner: Cataldi, Betty Jane)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Savage,Shari L	10/22/2010 03:50 PM	Submitted for Approval
Approved	Savage,Shari L	10/22/2010 03:57 PM	Unit Approval
Revision Requested	Williams,Valarie Lucille	11/03/2010 11:57 AM	College Approval
Submitted	Savage,Shari L	11/08/2010 09:02 PM	Submitted for Approval
Approved	Savage,Shari L	11/08/2010 09:09 PM	Unit Approval
Revision Requested	Williams,Valarie Lucille	11/15/2010 04:16 PM	College Approval
Submitted	Savage,Shari L	11/16/2010 01:09 PM	Submitted for Approval
Approved	Savage,Shari L	11/23/2010 10:40 AM	Unit Approval
Revision Requested	Williams,Valarie Lucille	01/05/2011 02:17 PM	College Approval
Submitted	Cataldi,Betty Jane	01/12/2011 04:47 PM	Submitted for Approval
Revision Requested	Savage,Shari L	01/13/2011 08:32 PM	Unit Approval
Submitted	Savage,Shari L	01/25/2011 06:38 PM	Submitted for Approval
Approved	Savage,Shari L	01/25/2011 06:40 PM	Unit Approval
Pending Approval	Williams,Valarie Lucille	01/25/2011 06:40 PM	College Approval

September 28, 2010

William Randall Smith
Vice Provost – Curriculum & Instruction Relations
Office of Academic Affairs
203 Bricker Hall
190 Oval Mall
CAMPUS

Dear Vice Provost Smith,

Semester Conversion Cover Letter

Summarizes department's review processes for programs and courses

Undergraduate and Licensure

The Undergraduate and Licensure Committee, which is comprised of approximately half of the tenure track faculty, and chaired by a faculty member appointed by the chair, reviewed all programs, our minor, and courses. During the 2009-2010 academic year, the Undergraduate and Licensure Studies Committee was chaired by Dr. Kevin Tavin, who was administratively assisted by Dr. Shari Savage. This academic year 2010-2011, the committee is chaired by Dr. Deborah Smith-Shank, who is also assisted administratively by Dr. Shari Savage. The process for converting the BAE and MA Licensure program for our core teacher education students was as follows. A draft proposal was created by Dr. Kevin Tavin and Dr. Shari Savage after they had done extensive research on how other Art Education teacher education programs were constituted for semesters throughout the state. The proposal was also checked to make sure they were aligned with our accrediting bodies NCATE and NASAD and the State of Ohio's Education Standards. The chair of the Undergraduate and Licensure Studies Committee brought the draft to the entire committee and they discussed and refined the draft to a finished form, and voted unanimously to accept it. The chair then brought the plan to the entire faculty at a Faculty Meeting. Some of the faculty had questions and requested further information. The chair provided the requested information at the next Faculty meeting and a vote was taken by the entire faculty to approve the proposed program. The vote was unanimous in favor and the new four year teacher preparation program was approved. The Undergraduate and Licensure Committee, with the assistance of the faculty who supervised particular GEC courses and the GTAs who taught them, provided updated material for these and other service courses provided by the department to the university. The undergraduate minor in art

education, Entrepreneurship in the Arts, was reviewed and revised by faculty who taught in the Arts Policy and Administration area of our department. The minor revisions were brought to the Undergraduate and Licensure Committee and unanimously approved and then presented at a later Faculty Meeting, where the revisions were also unanimously approved. A new undergraduate Arts Management Program, B.A., was developed and brought to the Undergraduate and Licensure Committee for approval. The new program was created because of student demand and interdisciplinary interest in the program. It was approved by the Undergraduate and Licensure Committee and then brought to the entire faculty for their approval. The new Arts Management undergraduate program was approved unanimously by the faculty.

Graduate Studies

The Graduate Studies Committee, which is comprised of approximately half of the tenure track faculty, and chaired by a faculty member appointed by the chair, reviewed all graduate programs and courses. During Autumn Quarter 2009 and Winter Quarter 2010, the Graduate Studies Committee was chaired by Dr. Christine Ballengee-Morris, and in Spring Quarter 2010 Dr. Vesta Daniel served as the committee chair. Both Graduate Studies Chairs were administratively assisted by the Graduate Program Coordinator, Ms. Kirsten Thomas. This academic year, 2010-2011, the committee continues to be chaired by Dr. Vesta Daniel, assisted administratively by Ms. Kirsten Thomas. The process for converting the MA programs and the Ph.D. Program for our graduate students from quarters to semesters was as follows. Each program's courses were reviewed by the entire Graduate Studies Committee and preliminary course reductions and combinations were suggested including new Programs of Study for each degree. All faculty members were responsible for providing the information required by the Office of Academic Affairs for the courses they taught. Many of the required courses for our programs were looked at intently and several courses were combined and reorganized to update content and assignments. A subcommittee of the Graduate Studies Committee met twice for several hours and discussed and refined the new Programs of Study for all programs. The revised Programs of Study were presented to the full Graduate Studies Committee and unanimously approved with minor changes. The Graduate Studies Chair brought the new Graduate semester program conversion documents to the Faculty retreat held in September 2010. After discussion, the faculty unanimously approved all of the revised semester conversion Graduate Programs of Study.

Recommends approval

As department chair, I agree with our tenure track faculty's decision, and approve all of the Undergraduate and Graduate Programs proposed.

List all current programs in the department

- a. Undergraduate bachelors degree programs and /or majors: BAE in Art Education; BA in Arts Management
- b. Undergraduate minors: Art Education Minor – Entrepreneurship in the Arts
- c. Undergraduate associate degree programs: NA
- d. Graduate degree programs: MA in Art Education, MA in Arts Policy & Administration, Ph.D. in Art Education
- e. Graduate minors: NA

- f. Graduate certificate programs: NA
- g. Graduate Specializations: Material Culture; Museum Education and Administration
- h. Professional degree programs: NA
- i. Combined programs: NA

Indicate which, if any program is being withdrawn

MA portion of BAE Licensure Program is being withdrawn. This was a hold-out from the Holmes Education Reform Movement when the College of Education along with the Department of Art Education agreed to endorse certification of teachers only at the MA level. In keeping with all other teacher certification programs in the state of Ohio, we now plan to provide a four year teacher preparation program. We remain in compliance with all our accrediting bodies and the State Education Standards.

Includes any additional materials required for the college-level program review of programs and courses

The department is including a new undergraduate program in the area of Arts Management. The program was developed due to student interest and arts communities' needs. There is a ready job market for these students since the cultural enterprise job market is still viable.

We have plans in place for the transition year at both the undergraduate and graduate levels to ensure all students are effectively assisted in the semester conversion process. All students will be assisted by group advising and their own personal faculty advisor during this time to make sure they do not miss any program requirements.

Sincerely,

Patricia L. Stuhr,
Professor and Chair

Prospectus for Establishing an Undergraduate Major Bachelor of Arts in Arts Management

1. General Program Guidelines

The Bachelor of Arts in Arts Management (BAAM) is designed for students planning a career in arts and cultural institutions, arts councils and agencies, or in for-profit arts organizations. The program prepares students professionally through several areas of study: cultural policy, or as agents in public or government support systems for the arts; arts administration, or as leaders and managers in nonprofit presenting and performing organizations; and in arts entrepreneurship, or as individual proprietors of for-profit art organizations. The program is offered by the Department of Art Education.

2. Rationale

Arts and cultural institutions increasingly must deal with a complex profit and nonprofit market, a public policy system, and an ever-changing cultural environment. Unlike many commercial or nonprofit service organizations, arts and cultural organizations have unique products and distinct audiences, and they service communities through both social and economic means. Therefore, leadership and management education requires a focus on diverse roles and decision-making styles, knowledge of specific industry practices, and innovative strategies for resource development. As the “boomer” generation approaches retirement, the cultural sector faces many issues of professional succession, and the loss of many self-trained individuals who have contributed to the development of the field. Speaking positively, a younger generation will bring new ideas, knowledge and skills to arts and cultural organizations, agencies, and for-profit organizations, particularly if those students have access to programs of study such as the one proposed for Ohio State.

Student Interest

The impetus for the undergraduate major program came from undergraduate and graduate students within the college and the department. Undergraduates increasingly voiced a concern that Ohio State did not offer them degrees, and therefore, professional access to the field. During the pilot of Art Education courses 481 and 483, and again with the start of Art Education 480, students drawn from many major areas (arts, humanities, management, public policy and education) expressed interest in and made inquiry about a potential minor or major in arts management. Similarly, an increasing number of students are seeking advice from program faculty as they construct Personalized Study Programs in the field.

Graduate students, particularly those focused on teaching in the field, recognized that preparation at the undergraduate level would contribute to building the emerging field, particularly when offered at a university of Ohio State’s size and stature. As professional and educational standards were developed by Association of Arts Administration Educators (AAAE), graduate students became aware of the professionalization of the field, of the current accreditation in specific areas such as development and finance, and the potential for future accreditation in the field generally. It is noteworthy, the original arts management course, now Art Education 481, was designed by doctoral students in the Arts Policy and Administration

program, and subsequently taught by a new graduate of the program with a strong interest in undergraduate education.

Since 2005 three introductory courses and several advanced courses have been designed with a potential major in mind. As these courses were developed, faculties in related fields were consulted about integrating appropriate content and strategies into the courses. In addition to faculty from various arts and humanities disciplines, Fisher College of Business and John Glenn School of Public Affairs faculties were particularly helpful. The John Glenn School of Public Policy has incorporated two arts management courses from the Department of Art Education in a new proposal for an Interdisciplinary Undergraduate Nonprofit Minor. Likewise, the Fisher School of Business has included an "Arts" track in a recently accepted proposal for an Interdisciplinary University-Wide Minor in Entrepreneurship. Both of these minor proposals are helpful to students and support generally the Arts Management major. However, the range between these two programs demonstrates a need for programming specific to arts and culture, a field that must bridge both worlds.

In central Ohio, several arts nonprofit professional organizations, particularly members of the Arts and Cultural Educators collective (ACE), have been very supportive of the APA program. Recently, they have made valuable contributions to the structure of the proposed undergraduate internship/mentorship course. Many individual managers and executives contribute their time every quarter as speakers, advisors, and mentors to develop student understanding of organizational functions, and the issues within the field. Both for-profit, non-profit, and unincorporated arts organizations routinely partner in in-class group projects in the advanced courses. Many executives from these same organizations participate in The OSU Nonprofit Advisory Council which "stresses the need for additional academic programming at OSU that prepares students (both undergraduate and graduate) specifically for careers in the nonprofit sector." (Moulton)

At the national level, professional organizations such as AAAE, and publically and privately-funded research sponsored by the National Endowment for the Arts (NEA), the Rand Corporation, and others emphasize the growing need for trained professionals in the next few decades. Again, unlike either for-profit or nonprofit service organizations, arts and cultural institutions must develop leaders with a mindset that bridges social and economic entrepreneurship, yet who have acquired sector and industry-specific knowledge and skills. Neither do all cultural institutions have the same social mission or serve the public in exactly the same way, yet nonprofit arts revenue streams exemplify a simple economic similarity: arts and cultural institutions receive 50% of their income as earned income; the other 50% is contributed income. (NEA) Therefore, entrepreneurship, both social and economic, has become a key concept in our rationale for the major.

Student Benefits

Although an interest in entrepreneurship as an academic discipline has been evident among business schools since the 1940s, research on entrepreneurial interests in non-management majors has not been available until recently. Levenburg et al (2006) demonstrates that students

across all disciplines exhibit characteristics of entrepreneurs (i.e. they perceive themselves as risk takers, as having one or many new ideas (enjoy working, dreaming, scouting new products/service). Of this student population, a higher percentage was non-management majors. Similarly, interest in entrepreneurship courses and programs, as might be expected, were among disciplines not offering any support in this area; students often voiced an interest in programming that would support their already-selected majors. "Following this, it will be important to develop a curriculum and courses that are flexible enough to foster the dreams of students whose hearts and academic majors lay outside the business school." (Levenburg et al, 2006) Indeed, some scholars in the field support the idea that non-profit management or liberal arts education may be more suited to entrepreneurial education because it is not about preparing students to become employees in large firms or corporations. "Entrepreneurship education should not be viewed as some mechanistic or technocratic process but as a holistic and integrative process which ultimately liberates people from employee status." (Ray, 1990) Likewise, social entrepreneurship is embedded in the Arts Management major program curriculum; while delivering and adapting content on practical organizational operations, each course explores cultural beliefs, public values, and the potential of arts and cultural organizations to bring about positive social change. Supported by the established arts education curriculum, the major nurtures cognitive processes of creativity and critical reflection, it promotes understanding of trends and patterns in cultural participation, and it encourages organizational innovation. Simultaneously, the Department of Art Education and the Art Policy and Administration program interrogate social and cultural issues in order to aid students in relating their major study to larger societal challenges. By doing so, Samuel Hines concludes such curriculum develops an "entrepreneurial mindset." (Hines, Jr., 2005)

Institutional Capacity

The Department of Art Education is a leader in the state, and nationally. It exerts this leadership because it also has successfully worked across intellectual disciplines, professional divides, and practical barriers. While contributing nationally to the development of visual arts education, the department exhibits the same institutional leadership at OSU by creating the Arts Policy and Administration program. Such a program within the department, encourages students to think innovatively, demonstrates new ways art knowledge and skills can be applied instrumentally, and provides opportunity for knowledge transfer within and outside of the campus. By example, incorporating a new program of this kind reinforces institutional goals and values through diversity and growth in scholarship, new teaching areas, and professional and community leadership. Finally, it encourages students, faculty and community members as agents of change, to collaborate and seek relevant solutions to social problems.

Although there are a number of arts management programs at the national level, most are graduate programs. The Association of Arts Administrators Educators (AAAE), the primary professional organization for the field, defines its full membership as programs having a designated director, a published curriculum, and at least three years of graduates. Currently, it has 19 full and 18 associate member institutions offering undergraduate majors and 44 full and 14 associate member institutions offering graduate degrees, usually at the master's level only. Of AAAE members, three graduate programs exist in Ohio: University of Cincinnati (public),

University of Dayton (private), and The Ohio State University (public). And within these graduate programs, Ohio State is unique in its strong focus on cultural policy. However, of the AAAE membership, there are no free standing, undergraduate programs in Ohio.

While most Big Ten universities offer graduate degrees in arts management, many undergraduate degrees are embedded in individual arts or management departments; often these programs are limited concentrations, minors, certificates, or personalized study programs. Unlike the proposal offered for Ohio State, many of these undergraduate programs are focused narrowly on specific needs of the art department in which they are housed (box office management in theatre, exhibit curation in art, etc.). Likewise, interdisciplinary programs often are so broad and non-specific to the arts and culture sector as to be misleading; Public policy courses deal with all nonprofit and public institutions (social service, health, education, government agencies, etc.), while management courses are heavily focused on large, commercial industries. With exceptions such as the University of Iowa, few programs indicate an entrepreneurial approach to the arts. Based on the development of OSU Arts management courses during the past five years, the proposed major is a cohesive program of study, is comprised of foundation, advanced and applied learning courses, services the needs of all art fields, and bridges the divide between cultural, public and economic realities.

Because of the evolving and fragmented nature of the curriculum in the field, enrollment patterns in Ohio or in the United States are difficult to find. It appears from anecdotal information, mid-size colleges and universities that focus on undergraduate education and opportunities have substantial cohorts in their programs; in states surrounding Ohio, the University of Kentucky and Butler University in Indiana both have approximately 80 majors per year. Of the seven institutions of higher education in Franklin County, most offer only an introductory course once a year. Upon graduation many of these students may seek specialized licensure, certification or individual professional credentials from an array of national and local disciplinary associations such as Association of Fundraising Professionals, International Special Events Society, Columbus Arts Marketing Association (CAMA), and so forth. Additionally, an infrastructure of public agencies supporting the arts and culture routinely offers professional development opportunities.

Career Prospects in Arts Policy and Management

While the needs of the field and its organizations are specific, the major emphasizes the importance of interdisciplinary study blending concepts and skills from multiple arts disciplines, public policy environments, and management operations. As a result, students with an undergraduate focus on arts policy and management will acquire career skills that can be applied in many venues.

Students may seek employment in public or nonprofit arts councils, arts agencies, and advocacy groups at the local, state, regional or national level. Because of the emphasis on public policy, students may transfer their skills to other nonprofit or community service organizations outside of the arts. Those who have an interest in arts education can work with organizations, community-based, and school partnership programs.

Student will acquire skills in marketing, development, finance as well as organizational leadership. These skills allow students to work in arts and cultural institutions of various sizes and diverse missions. Or, students will seek the major to complement a performance or production career within their respective arts industry. Because of their management-related skills students are prepared to work collaboratively with other artists in entrepreneurial or for-profit arts organizations.

Many students may continue with graduate study. Ohio State offers a Master's degree in Arts Policy and Administration with a public policy emphasis which prepares students for leadership roles in public agencies and nonprofit organizations. And finally, the PhD. in Art Education with a Specialization in Arts Policy and Administration primarily prepares students for a teaching career in higher education.

3. Program Goals, Student Outcomes and Evaluation:

Students majoring in Arts Management will think critically and creatively about contemporary issues and trends influencing arts and society, acquire knowledge of creative sector entities and their relationships, integrate theories of organizational purpose/function into planning activities, and practice the innovative decision making needed to serve the public in many professional roles. Beyond the core courses, students will have access to advance courses in policy and management. Students are encouraged to elect a visual or performing arts emphasis. In addition to course-related projects, students will have opportunities to integrate theory and practice in field research, internships/mentorships, honors thesis study, and study abroad. These experiences enable students to gain valuable practical experience, assume leadership roles while a student, and may provide an advantage as the student enters the workforce. Student learning outcomes (what students will know and be able to do) upon graduation are embedded in the following program objectives:

Students identify the issues, problems and policy interventions impacting the contemporary arts and cultural sector. They will be able:

- To map the relationships within the creative sector: the artist, the artistic product/service, the industries, and the infrastructure;
- To appreciate both similarities and differences among different arts fields (e.g., theatre, dance, museums, orchestras, etc.);
- To interpret the role of social/cultural values, beliefs and attitudes related to audience participation, advocacy, and education in contemporary arts and culture participation;
- To understand the legal, economic, technological influences shaping the cultural landscape.

Students analyze the purpose, function, and professional decision making in arts and cultural organizations. They will be able:

- To describe the internal structure, cultures and operations of non-profit arts and cultural organizations;

- To examine issues of organizational governance, leadership, and human resources;
- To design, implement, and evaluate innovative audience-focused programming;
- To develop entrepreneurial skills vital in generating and managing revenues and resources.

Students understand the professional role and responsibilities of the artist and the cultural worker in society. They will be able:

- To reflect on the personal, social and cultural value of arts and culture;
- To examine the non-profit, public, commercial, and academic career paths open to artists and those working in cultural fields;
- To develop entrepreneurial skills for the marketplace of ideas, arts products, and cultural services;
- To gain practical experience in arts and cultural venues through individual and group research projects, mentorships, internships and study abroad.

Students practice the principles of entrepreneurship as applied to arts and culture. They will be able:

- To practice creative and critical thinking;
- To recognize trends and opportunity for arts and cultural in various environments;
- To create social and economic value through innovative art practice;
- To actively engage the public in arts and cultural activity.

Student Outcome Assessment

Student learning outcomes are based on successful and holistic understanding of course concepts, knowledge and innovative practice. Therefore, classroom methods and strategies for all courses are chosen to integrate multiple objectives, reflect learning-as-process, and are applied in project development. Traditional learning strategies and assignments are used to promote academic skills and critical thought: Class and group discussion, research and critical readings, written student responses and classroom presentations on various issues. Beginning courses often have prompt-driven writings to determine what a student understands and knows about the field. A senior field research project and a mentorship in local organizations provide a practicum or an experiential component.

Content objectives are evident in all assignments; students achieve in-depth understanding through mapping and analyzing the relationships within the cultural workforce, specific arts industries and institutions, their legal structures, government infrastructure, and private and public resources. Similarly, students analyze the internal relationships within an organization, its governance, its leadership, staffing, its programming, revenue streams, and financial management.

Students examine conceptual/ theoretical models and research for current trends, practices and opportunities. They compile their research findings, seek consensus on its significance, and apply their results to an actionable plan. Specifically, most courses involve both group and/or

individual work on project design, planning for implementation and evaluation. Besides leadership and decision-making skills, collaborative work with peers and with local arts organizations, increase student initiative, understanding of community opportunity, and recognition of the need for innovation in the field. Thereby, students are encouraged to negotiate multiple ways of describing problems, and therefore, generating multiple solutions.

Finally, although research methods are embedded in every course through various course assignments, the requirements emphasize the importance of appropriate, but varied research methods for gathering information and building in-depth knowledge of the field. As important, the courses engage local individuals, organizations and agencies to partner in quarter-long project partnerships.

Program Evaluation:

Student assessment is, of course, more about individual learning or achievement measured directly against course objectives. But, an on-going record of student performance or achievement can provide an indirect measurement of program success. Secondly, in addition to direct discussion with students, a student's reflection on his/her own learning (or barriers to it) can be drawn from New Course Evaluations (Appendix E) distributed by each instructor in the program. These evaluations ask the student to critique the value of the courses related to his/her learning; students assess the topics (range, depth, detail), reading (amount, level, utility), assignments (number, variety, assessments, grade distribution), classroom activities (presentations, discussions, group projects, individual projects) and web-based activities. Each instructor will make semester-by-semester improvements in course content, delivery and course strategies based on student responses. Simultaneously, at the course level, improvements in learning facilities and/or equipment will be addressed when possible.

Possible barriers to completing the major may be revealed by monitoring enrollment trends in specific major courses. New Program Exit Survey will provide information about the overall plan of study, its implementation, and the students themselves. As enrollment increases, graduating majors or alumni will be surveyed for opinions on the effectiveness of the program structure, for the availability and sequencing of courses in the major, and for information about the students' majors, honors and scholar affiliation, course selection, outreach participation, and academic performance in major courses. As students may not declare their major until application for graduation, data gathered at that time will be compared with earlier course evaluations. It is suggested that all exit surveys or interviews be reviewed at the beginning of each year by the oversight committee to determine the program success at meeting student needs for specific courses and their achievement in reaching program goals. Based on recommended program standards of AAEE, items on the Program Exit Survey would focus on student familiarity with major concepts and knowledge in the field.

Clearly, these are short- and mid-term methods and measurements. Long-term measurements are more difficult to implement. However, methods evaluating program success might include increased undergraduate students declaring an Arts Management major, increased enrollment in core courses, documentation of growing requests for interns/volunteers by the community,

substantial retention and graduation rate, and job placement rates and/or acceptance into graduate study within the field. Although short-and mid-term formative program evaluation is preferable for improving courses, a long-term evaluation timeline can be implemented over a five year period. Starting with benchmark information gathered from 2005 when the first core courses were offered, the program can track the indicators above over the first five years of the major program. All of this information and program trends will periodically be analyzed and discuss with the program oversight committee and the department's undergraduate curriculum committee. On-going reference to evolving AAE content standards will insure alignment with the developments in the field and other exemplary programs.

4. Relationship to Other Programs, University Colleges & Departments, and Community

The Department of Art Education assumes responsibility for the design and implementation of the major. As a part of the development of the Arts Policy and Administration program, embedded in the department, this undergraduate major proposal is being submitted for the first time. The Arts Policy and Administration program offers a Master's degree, in collaboration with the School of Public Policy. As a part of the Doctoral program in the Department of Art Education, the program offers a Specialization in Arts Policy and Administration.

Other major and minor programs offered by the Department of Art Education include: Bachelor of Art Education (BAE), designed for students who intend to become art educators in schools (pre-kindergarten through 12th grade); the Master's of Art Education (MA), designed for students to expand knowledge and skills necessary to be well-informed and reflective practitioners, teachers, and researchers; and Doctorate of Philosophy in Art Education, designed for students to achieve a high level of scholarly competence and to develop the capacity to contribute leadership to the field through their diverse interests and specializations, such as arts policy and management. These programs focus on different levels of professional knowledge and skills, yet they are consistent and compatible in addressing the overall need to build and develop awareness of artistic and cultural ideas in society; to preserve cultural legacies, stimulate individual creative work, and critically examine the use of arts in shaping positive social values, beliefs, and attitudes.

Consultations with many departments and schools about integrating their course offerings as requirements and recommendations for electives have been very useful. Also, the advice of the undergraduate curriculum committee within the Department of Art Education and the College of the Arts Curriculum Dean and Committee has been invaluable. Likewise, the Arts Policy and Administration program and the Department of Art Education enjoy informal and cooperative relationships with numerous small, mid-size, and large cultural institutions within Columbus and Franklin County. Approximately 75 commercial, nonprofit, and community organizations engage with the Ohio State program; they provide professional contributions in many ways. Similarly, local government and nonprofit arts councils provide internships for students interested in policy issues. Local school partnerships demonstrate the importance of educational collaboration to arts and cultural institutions. These organizations and their representatives have offered informal advice in the development of the major.

5. Student Enrollment

The undergraduate major core courses have been introduced over the last 5 years. Each course, depending on when it was introduced, has enrolled from 7-16 students, with an average of 10 students. When the courses were promoted as a “cluster” of three (3) courses on arts policy and management, enrollment increased in all courses. Over this same period, a significant number of students have designed Personalize Study Programs around the core courses. We anticipate that as students become familiar with the undergraduate offerings, have access to advanced courses, and realize the benefits from an established major, the program initially will sustain cohorts of twenty-five (25) students.

As this program is interdisciplinary at base, but focused on an emerging field, students will approach the major from a number of major areas. So far, students are drawn from all arts disciplines within the arts, a substantial number of students from the humanities, and a steady number of students participating from Fisher School of Business. These students are seeking knowledge or skills to compliment or specialize within their areas of interest.

Obviously, we hope to attract students to Ohio State by offering a major curriculum NOT available at most universities, particularly, because the Arts Management major has a significant policy component. However, most entering freshmen require time to identify their career goals. Therefore, we make a continuous effort to communicate the student opportunities available in our program: through the Arts and Sciences advisement staff, through quarterly emails to interested students and faculty advisors, through the Colleges of Arts and Sciences, the Art Education department websites and through establishing links on related departments’ websites.

6. Curricular Requirements: Structure of the Major: Minimum: 12 Courses/36 Credit Hours

Pre-requisites: Four (4) courses/12 Credit Hours

ECON 2001 Principles of Microeconomics
 BUSMHR 2500 Entrepreneurship
 MATH 1130 Mathematical Analysis for Business I
 CS&E 1110 Introduction to Computing Technology

Core Courses

Business: Three (3) courses/9 Credit Hours

ACCTMIS 2000 Foundations of Accounting (prereqs: MATH 1130; ECON 2001 and CS&E 1110 or equivalents)
 BUSFIN 2220 Foundations of Finance (prereqs: ACCTMIS 2000, MATH 1130 or equiv; ECON 2001, CS&E 1110 or equivs)
 BUSMHR 3510 New Venture Creation (prereqs: BUSMHR 2500)

Arts Policy & Management: Two (2) courses/6 Credit Hours (Prereqs: Jr. Standing or Instructor Permission)

- ARTEDU 3680 Exploring the Creative Sector: Art Issues in the 21st Century
- ARTEDU 3681 Managing Arts Organizations: Balancing Stability & Change

Advanced Courses

Advanced courses are chosen from the list of Arts Policy and Administration program courses and management fields below. Course choices should be made in consultation with an Arts and Sciences academic advisor or an undergraduate program advisor in the Department of Art Education.

Arts Policy & Management: Six (6) courses/18 Credit Hours (Prereqs: ARTEDU 3680, 3681)

- ARTEDU 4682 Nonprofit Arts Institution Governance and Board Leadership
- ARTEDU 4683 Developing Arts Careers: Positioning Passion
- ARTEDU 4684 Arts Participation, Cultural Literacy, and Audience Development
- ARTEDU 4685 Arts/Cultural Organizations: Resource Management & Revenue Streams
- ARTEDU 4686 Cultural Program Design, Implementation, and Evaluation

- ARTEDU 4670 Public Policy and the Arts
- ARTEDU 4671 Organizational Leadership in the Nonprofit Arts
- ARTEDU 4672 Managing Cultural Policy Change
- ARTEDU 4673 Issues across the Arts
- ARTEDU 4674 The Creative Sector and Creative Cities
- ARTEDU 4675 International Cultural Relations
- ARTEDU 4676 Arts Advocacy & Interest Groups

Applied Learning: One (1) Course/3 Credit Hours (Prereq: Permission of Instructor)

- ARTEDU 4998 or 4998H Undergraduate Scholarship: Research and Creative Activity in Art Education [APA Faculty/Undergraduate Research Office]
- ARTEDU 4786: Arts Policy & Administration Mentorship [APA Faculty/Columbus Partners]

Recommended Courses: Students are encouraged to support the major with courses from outside the program.

The function of arts programming within cultural institutions is covered by courses within the arts management major, that is, each course attempts to balance and integrate art criticism, production theories, institutional history and understanding of specific cultural contexts into readings and discussion. Nonetheless, the major relies on specific arts disciplines to shape a student's understanding of programming content. For example, beyond a careful and focused selection of General Education Requirements, students may choose interdisciplinary courses that focus on policy environments and internal organizational operations from fields such as humanities, management, social service areas, or education. Likewise, students are encouraged to take courses supporting visual and/or performing arts content and programming from any Arts units: ACCAD, Art, Art Education, Dance, History of Art, Industrial Design, Music, and Theatre.

7. Resources:

Most courses have been taught previously; however, a few have been added in the conversion process, while others required a change in course numbers, permanent numbers, and re-sequencing. **This document represents the major as a semester program.** Each program faculty member (below) currently teaches required core or advanced courses in the proposed major each year. The faculty and specializations needed to teach major required courses include:

Margaret Wyszomirski, Ph.D.
Executive Director, Arts Policy and Administration Program
Areas of Expertise: Arts/Cultural Policy
Full-Time Status

Wayne Lawson, Ph.D.
Areas of Expertise: Arts/Cultural Policy
Part-Time Status

James Sanders, Ph.D.
Areas of Expertise: Art Education Policy & Administration
Full-Time Status

Jane Cataldi, Ph.D.
Areas of Expertise: Arts/Cultural Policy & Administration
Full-Time Status

Finally, new expenses for administration, advisement, experiential learning, facilities, or equipment are NOT expected. The major will be listed in the OSU Bulletin under Arts Policy and Administration program offered through the Department of Art Education. A Faculty Advisory Committee, under Dr. Margaret Wyszomirski, Executive Director of the program, will be formed and will evaluate the major curriculum, the course offerings, and student learning outcomes. This committee is charged with making policy recommendations and changes in the curriculum. All undergraduate advisement will be handled through the Arts and Sciences advisement staff, with final program approval by the undergraduate advisor in the Department of Art Education or designated participating faculty. Program materials will be available through the Department of Art Education and Arts and Sciences Academic Advising Center. The program requires technology-equipped classrooms, with discussion tables; all other necessary facilities and equipment currently are provided by the Department of Art Education. Library resources (such as on-line professional journals) would benefit the undergraduate and the existing graduate program. And finally, we enjoy a strong relationship with local arts and cultural institutions. They are integral to the planning and implementation of off-campus field experiences for our students. These arrangements are stable.

APPENDIX A: Course Requirements

A schedule of required major courses a student will take for the degree in Arts Management follows. Note: This sample schedule represents courses and credits needed to fulfill minimum graduation requirements, and their *possible* distribution over four years. Additionally, it represents the specific courses and credits needed for the proposed major in Art Management. **(When appropriate, students may want to supplement their background in arts and culture with GEC choices and elective courses that have specific relevance for the major, or by constructing a minor in related fields.)**

Total Credits Hours: 120	AUTUMN	SPRING
YEAR 1: (30 Credits)	(GEC & Prereqs: 5 Courses)	(GEC & Prereqs: 5 Courses)
YEAR 2: (30 Credits)	(GEC & Prereqs: 5 Courses)	(GEC & Prereqs: 5 Courses)
YEAR 3: (30 Credits)	Core: ARTEDU 3680 Business Course Business Course Recommended/Minor Recommended/Minor	Core: ARTEDU 3681 Advanced APA Course Business Course Recommended/Minor Recommended/Minor
YEAR 4: (30 Credits)	Advanced APA Course Advanced APA Course APA Applied Learning Recommended/Minor Recommended/Minor	Advanced APA Course Advanced APA Course Advanced APA Course Recommended/Minor Recommended/Minor

APPENDIX B: Course Syllabi**APPENDIX C: Program Concurrence Forms****APPENDIX D: Recommended Courses**

Recommended Interdisciplinary Courses: Students are encouraged to support the major with courses from outside the program, the department or the college.

Students may choose interdisciplinary courses that focus on policy environments and internal organizational operations from fields such as humanities, management, social service areas, or education. **Specific courses that may be of interest to students are:**

- Rural Sociology 542: Leadership and Community Development
- ASC 337 Introduction to Nonprofit Organizations
- Public Policy 290 Leadership in the Public and Non-profit Sectors
- Public Policy 330 (TBA)
- Communications 325: Introduction to Organizational Communication
- Communications 656: Information Technology/Organizational Communication
- Communication 637: Public Communication Campaigns
- MHR 400 Foundations of Management and Human Resources
- MHR 660: Managing Human Resources
- M&L 450: Foundations of Marketing Management
- FIN 590: Entrepreneurial Finance
- MHR 590: Leading High Performance Ventures
- MHR (694H52): Value Creation in the Social Enterprise

APPENDIX E: Course Evaluation

COURSE EVALUATION FOR _____

Please evaluate the course in the following areas with as much detail and as many examples as possible.

TOPICS: Range, Depth, Detail

READING: Amount, Level, Usefulness

ASSIGNMENTS: Number, Variety, Assessments, Grade Distribution

CLASSROOM ACTIVITIES: Presentations/Lectures, Discussions, Group Projects, Individual Projects

CARMEN ACTIVITIES: Content Delivery, Posted Project Participation, Web Link Resources

PROGRAM PROPOSAL

GENERAL PROGRAM INFORMATION

Arts Policy and Administration Program: Bachelor of Arts in Arts Management

Department of Art Education

Undergraduate degree program or major

PROGRAM GOALS

1. **Students identify the issues, problems and policy interventions impacting the contemporary arts and cultural sector.**
2. **Students analyze the purpose, function, and professional decision making in arts and cultural organizations.**
3. **Students understand the professional role and responsibilities of the artist and the cultural worker in society.**
4. **Students practice the principles of entrepreneurship as applied to arts and culture.**

List the semester courses:

CURRICULAR REQUIREMENTS: Structure of the Major: Minimum: 12 Courses/36 Credit Hours

Pre-requisites: Four (4) courses/12 Credit Hours

ECON 2001 Principles of Microeconomics

BUSMHR 2500 Entrepreneurship

MATH 1130 Mathematical Analysis for Business I

CS&E 1110 Introduction to Computing Technology

Core Courses: Five (5) courses/15 Credit Hours (Prereq: Jr. Standing or Instructor Permission)

Business: Three (3) courses/9 Credit Hours

ACCTMIS 2000 Foundations of Accounting (prereqs MATH 1130; ECON 2001 and CS&E 1110 or equivalents)

BUSFIN 2220 Foundations of Finance (prereqs: ACCTMIS 2000, MATH 1130 or equiv; ECON 2001, CS&E 1110 or equivs)

BUSMHR 3510 New Venture Creation (prereqs: BUSMHR 2500)

Arts Policy & Management: Two (2) courses/6 Credit Hours (Prereq: Jr. Standing or Instructor Permission)

ARTEDU 3680 Exploring the Creative Sector: Art Issues in the 21st Century (3)

ARTEDU 3681 Managing Arts Organizations: Balancing Stability & Change (3)

Advanced Courses:

Advanced courses are chosen from the list of Arts Policy and Administration courses and business fields below. Course choices should be made in consultation with an Arts and Sciences academic advisor or an undergraduate program advisor in the Department of Art Education.

Arts Policy & Management: Six (6) courses/18 Credit Hours (Prereq: ARTEDU 3680, 3681)

- ARTEDU 4682 Nonprofit Arts Institution Governance and Board Leadership (3)
- ARTEDU 4683 Developing Arts Careers: Positioning Passion (3)
- ARTEDU 4684 Arts Participation, Cultural Literacy, and Audience Development (3)
- ARTEDU 4685 Art/Cultural Organizations: Resource Management & Revenue Streams (3)
- ARTEDU 4686 Cultural Program Design, Implementation, and Evaluation (3)

- ARTEDU 4670 Public Policy Issues and the Arts (3)
- ARTEDU 4671 Organizational Leadership in the Nonprofit (3)
- ARTEDU 4672 Managing Cultural Policy Change (3)
- ARTEDU 4673 Issues across the Arts (3)
- ARTEDU 4674 The Creative Sector and Creative Cities (3)
- ARTEDU 4675 International Cultural Relations & Arts Advocacy (3)
- ARTEDU 4676 Arts Advocacy & Interest Groups

Applied Learning: One (1) Course/3 Credit Hours (Prereq: Permission of Instructor)

- ARTEDU 4998 or 4998H Undergraduate Scholarship: Research and Creative Activity in Art Education [APA Faculty/OSU Undergraduate Research Office]
- ARTEDU 4786: Arts Policy & Administration Mentorship [APA Faculty/Columbus Partners]

Curriculum map

PROGRAM GOALS				
Required Courses (offered by unit)	GOAL #1	GOAL #2	GOAL #3	GOAL #4
3680, 3681 (Core)	Beginning	Beginning	Beginning	Beginning
4682-4686 (Management)	Intermediate	Intermediate	Intermediate	Intermediate
4670-4676 (Policy)	Advanced	Advanced	Advanced	Advanced
4699,H4998/H4999.4786 (Applied Learning)	Advanced	Advanced	Advanced	Advanced
Required Courses (Outside unit)				
ACCTMIS 2000	Beginning			
BUSFIN 2220	Beginning			
BUSMHR 3510	Beginning			

Student Outcome Assessment

Student learning outcomes are based on successful and holistic understanding of course concepts, knowledge and innovative practice. Therefore, classroom methods and strategies for all courses are chosen to integrate multiple objectives, reflect learning-as-process, and are applied in project development. Traditional learning strategies and assignments are used to promote academic skills and critical thought: Class and group discussion, research and critical readings, written student responses and classroom presentations on various issues. Beginning courses often have prompt-driven writings to determine what a student understands and knows about the field.

Content objectives are evident in all assignments; students achieve in-depth understanding through mapping and analyzing the relationships within the cultural workforce, specific arts industries and institutions, their legal structures, government infrastructure, and private and public resources. Similarly, students analyze the internal relationships within an organization, its governance, its leadership, staffing, its programming, revenue streams, and financial management.

Students examine conceptual/ theoretical models and current research for current trends, practices and opportunities. They compile their research findings, seek consensus on its significance, and apply their results to an actionable plan. Specifically, most courses involve both group and/or the individual work on project design, planning for implementation and evaluation. Besides leadership and decision-making skills, collaborative work with peers and with local arts organizations, increase student initiative, understanding of community opportunity, and recognition of the need for innovation in the field. Thereby, students are encouraged to negotiate multiple ways of describing problems, and therefore, generating multiple solutions.

Finally, although research methods are embedded in every course through various course assignments, the requirements emphasize the importance of appropriate, but varied research methods for gathering information and building in-depth knowledge of the field. As important, the courses engage local individuals, organizations and agencies to partner in quarter-long project partnerships.

Program Evaluation:

Student assessment is, of course, more about individual learning or achievement measured directly against course objectives. But, an on-going record of student performance or achievement can provide an indirect measurement of program success. Secondly, in addition to direct discussion with students, a student's reflection on his/her own learning (or barriers to it) can be drawn from New Course Evaluations distributed by each instructor in the program. These evaluations ask the student to critique the value of the courses related to his/her learning; students assess the topics (range, depth, detail), reading (amount, level, utility), assignments (number, variety, assessments, grade distribution), classroom activities (presentations, discussions, group projects, individual projects) and web-based activities. Each

instructor will make semester by semester improvements in course content, delivery and course strategies based on student responses. Simultaneously, at the course level, improvements in learning facilities and/or equipment will be addressed when possible.

Possible barriers to completing the major may be revealed by monitoring enrollment trends in specific major courses. New Program Exit Interviews will provide information about the overall plan of study, its implementation, and the students themselves. As enrollment increases, graduating majors or alumni will be surveyed for effectiveness of the program structure, for the availability and sequencing of courses in the major, and for information about student majors, honors and scholar affiliation, course selection, outreach participation, and academic performance (GPA) in major courses. As students may not declare their major until application for graduation, data gathered at that time will be compared with earlier course evaluations. It is suggested that all exit surveys or interviews be reviewed at the beginning of each year by the oversight committee to determine the program success at meeting student's needs for specific courses and their achievement in reaching program goals. Based on recommended program standards of AAAE, items on the Program Exit survey would focus on student familiarity with major concepts and knowledge in the field.

Clearly, these are short- and mid-term methods and measurements. Long-term measurements are more difficult to implement, however, methods evaluating program success might include increased undergraduate students declaring an Arts Policy and Administration major, increased enrollment in core courses, documentation of growing internships/volunteer opportunities provided by the community, substantial retention and graduation rate, and job placement rates and/or acceptance into graduate study within the field. Although short-and mid-term formative program evaluation is preferable for improving courses, a long-term evaluation timeline can be implemented over a five year period. Starting with benchmark information gathered from 2005 when the first core courses were offered, the program can track the indicators above over the first five years of the major program. All of this information and program trends will periodically be analyzed and discuss with the program oversight committee and the department's undergraduate curriculum committee. On-going reference to evolving AAAE content standards will insure alignment with the developments in the field and other exemplary programs.

PROGRAM PROPOSAL

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