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## Term Information

Effective Term Summer 2024

## General Information

Course Bulletin Listing/Subject Area Arts and Sciences  
Fiscal Unit/Academic Org ASC Administration - D4350  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 6001  
Course Title Holistic Professional/Life Planning: Creating a Strategy That is Tailored to You  
Transcript Abbreviation Holistic Life Plan  
Course Description In this class, students reflect on various aspects of their lived experience, strengths, values, professional/life, and research interests to create a personal strategic plan. Through a series of exercises, students map their life through the lens of intersectionality and consider how the work they want to do in the world aligns with the way they are currently living.  
Semester Credit Hours/Units Fixed: 1

## Offering Information

Length Of Course 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites This class is geared towards graduate students in the College of Arts and Sciences who have completed at least one year of graduate school. Permission of one of the instructors is required. (Enrollment Cap: 15 students)  
Exclusions None  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 24.0101  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Students will understand how to use their strengths and values to guide their professional choices.
- Students will navigate the world with a deeper awareness of the role that intersectionality plays in the life journey of each person.
- Students will have the skill set to engage regularly in a self-reflective practice that guides their holistic strategic planning process.
- Students will be empowered to envision and pursue a professional life that may lie outside the traditional academic pathway.
- Students will recognize that their professional life will span decades and require that they remain agile, self-aware, and open to retooling and strategic risk-taking as their lives and career unfold.

### Content Topic List

- Students will be able to identify their strengths and values.
- Students will be able to map their personal and social identities.
- Students will be able to understand how the theory of intersectionality shapes one's perspective and life experience.
- Students will be able to create a holistic strategic plan for their professional/life.
- Students will be able to define and share their professional vision, mission, and strategic areas of focus.
- Students will be able to establish objectives and SMART goals that enable them to actualize a strategic plan.
- Students will be able to achieve SMART goals that fuel their strategic plan.

### Sought Concurrence

Yes

## Attachments

- ASC 6001\_Course Syllabus\_2023.pdf: Syllabus  
*(Syllabus. Owner: Hanlin, Deborah Kay)*
- Course concurrence Fosler-Lussier 2023.pdf: Concurrence  
*(Concurrence. Owner: Vankeerbergen, Bernadette Chantal)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hanlin, Deborah Kay	08/04/2023 04:45 PM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	08/04/2023 04:55 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/01/2023 12:14 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/01/2023 12:14 PM	ASCCAO Approval



**Course Number and Title:** ASC 6001

*Holistic Professional/Life Planning: Creating a Strategy That is Tailored to You*

Location: TBD

Days and Time: Thursdays from 12:05 pm until 3:15 pm

**Summer Term, 4-week Session I in May 2024**, 1 credit hour, between May 7<sup>th</sup> and May 31<sup>st</sup>

***\*Final examinations for all session classes during Summer Term are given during the last class meeting unless other arrangements have been made.***

**Prerequisites:**

- This class is geared towards graduate students in the College of Arts and Sciences who have completed at least one year of graduate school. Permission of one of the instructors is required. (Enrollment Cap: 15 students)

**Instructors:**

**Alison Crocetta**, Associate Professor, Department of Art

Email: [crocetta.1@osu.edu](mailto:crocetta.1@osu.edu)

Mailbox: Room 250 Hopkins Hall (Art Department Main Office)

**Monica L Stigler**, Ph.D., Program Manager, AAAS Community Extension Center

Email: [stigler.12@osu.edu](mailto:stigler.12@osu.edu)

Mailbox: Suite 300 University Hall

**Office Hours / Availability Outside of Class Time:** We are available to meet with students upon request. Please approach us to schedule a meeting at the end of class or via email.

**Course Description:**

In this class, students will take time to reflect on various aspects of their lived experience, strengths, values, professional/life, and research interests to create a personal strategic plan. This will be achieved through a series of exercises that encourage each student to map their life through the lens of intersectionality as they consider how the work they want to do in the world aligns with the way they are currently living. From this sequential and layered work, a holistic plan will emerge that may be used and amended over time as a tool for tracking one's professional/life progress. This ongoing work provides an opportunity for each student to think imaginatively about their career possibilities and create an effective plan to achieve their professional goals.

## **Course Goals:**

### **At the successful completion of this course, students will:**

- understand how to use their strengths and values to guide their professional choices.
- navigate the world with a deeper awareness of the role that intersectionality plays in the life journey of each person.
- have the skill set to engage regularly in a self-reflective practice that guides their holistic strategic planning process.
- be empowered to envision and pursue a professional life that may lie outside the traditional academic pathway.
- recognize that their professional life will span decades and require that they remain agile, self-aware, and open to retooling and strategic risk-taking as their lives and career unfold.

## **Course Expected Learning Outcomes:**

### **At the successful completion of this course, students will be able to:**

- identify their strengths and values.
- map their personal and social identities.
- understand how the theory of intersectionality shapes one's perspective and life experience.
- create a holistic strategic plan for their professional/life.
- define and share their professional vision, mission, and strategic areas of focus.
- establish objectives and SMART goals that enable them to actualize a strategic plan.
- achieve SMART goals that fuel their strategic plan.

## **Required Texts and Course Materials:**

There are no required course texts that you need to purchase for this class. All required readings and videos for this class will be organized within weekly modules on our Carmen course shell. Please see the course calendar below for a list of those readings and videos.

## **Course Assignments and Presentation:**

Within a one-credit graduate level seminar, you must complete at least 25 hours of homework. Therefore, you should allocate approximately six hours per week for homework and class preparation in this course. Each of the four homework projects (see Grading Criteria below) in this course will be accompanied by specific worksheets and corresponding rubrics as assignments within Carmen. Also, during the final week, you will be required to share your Personal Strategic Plan within a short audiovisual presentation. Class discussions are a key element of this course and have been weighted accordingly within the grading criteria. It is imperative that students

come to class each week with their homework completed so that they can participate fully in our conversations.

**Course Calendar:**

<b>May 2024: Summer Term, 4-week Session I</b>	
<b>WEEK ONE</b>	<p><b>Thursday, May 9th</b></p> <ul style="list-style-type: none"> <li>• Welcome and Introductions (40 minutes)</li> <li>• Values &amp; Strengths Exercise &amp; Sharing (90 minutes)</li> <li>• Break (15 minutes)</li> <li>• Introduction to Personal and Social Identity Wheels Project (45 minutes)</li> <li>• <b>Homework #1:</b></li> </ul> <p><b>Read the following</b> (60 pages in total): Required reading: (29 pages)</p> <ul style="list-style-type: none"> <li>▪ The intersectionality wars... by Jane Coaston, VOX, May 28, 2019 (PDF) (9 pages)</li> <li>▪ <i>Interview with Kimberlé Crenshaw: Rising Against Racism, Supporting Black Female Leadership, And Building an Equitable World</i>, Forbes Women, June 15, 2020. (Interview PDF) (20 pages)</li> <li>▪ <i>Transforming Whiteness in Art Institutions</i>, by Nataša Petrešin-Bachelez, e-flux, Journal #93, September 2018. (Online Article: 10 pages) (PDF)</li> <li>▪ <b>Suggested Reading (an important historical reference) (31 pages):</b> <i>Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination, Doctrine, Feminist Theory and Antiracist Politics</i> by Kimberle Crenshaw, University of Chicago Legal Forum, Volume 1989, Issue I, Article 8. (PFF) (31 pages)</li> </ul> <p>Watch the Following: (52 Minutes)</p> <ul style="list-style-type: none"> <li>• Artist Billie Zangewa – <i>The Ultimate Act of Resistance is Self-Love</i>   TateShots, (9 minutes, 34 seconds).</li> <li>• <i>Kimberlé Crenshaw MAKERS Profile</i>   The 2020 MAKERS Conference, Feb.10, 2020 (5-minute video profile for the maker’s conference)</li> <li>• <i>The urgency of intersectionality*</i>   Kimberlé Crenshaw, TED Talk, December 7, 2016, (18 minutes and 49 seconds) *trigger warning described in Carmen)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Homework #2:</b></li> <li>• Complete the Values and Strengths Project as well as the Personal and Social Identity Wheels Project by <b>Tuesday, May 14<sup>th</sup> at 9:00 am</b> and submit them via Carmen. <i>Also, please bring a hard copy of these items to class on Thursday, May 16<sup>th</sup>.</i></li> </ul>
<b>WEEK TWO</b>	<p><b>Thursday, May 16th</b></p> <ul style="list-style-type: none"> <li>• Share and Discuss Values &amp; Strengths Work (large group discussion) and the Personal and Social Identity Wheels and Corresponding Reflections (small group work followed by a large group recap) (2 hours)</li> </ul>

	<ul style="list-style-type: none"> <li>• Break (15 minutes)</li> <li>• Introduction to “Personal Check-In Process” (55 minutes)</li> <li>• <b>Homework:</b> Complete your Personal Check-In by <b>Tuesday, May 21st at 9:00 am</b> and submit it via Carmen. <i>Also, please bring a hard copy of these items to class on Thursday, May 23rd</i></li> </ul>
<b>WEEK THREE</b>	<b>Thursday, May 23rd</b>
	<ul style="list-style-type: none"> <li>• Sharing of “Personal Check-In Process”: (2 hours)</li> <li>• Break (15 minutes)</li> <li>• Introduction to “Personal Strategic Planning Project” (55 minutes)</li> </ul> <p><b>Homework #1:</b></p> <ul style="list-style-type: none"> <li>• Watch Two Videos Related from the <i>Creative Pathfinders</i> Pdf Handout on Carmen.</li> </ul> <p>• <b>Homework #2:</b> Complete Your Personal Strategic Plan by <b>Tuesday, May 28<sup>th</sup> at 9:00 am</b> and submit it via Carmen. Also, please prepare to make a short, 8-to-10-minute audio-visual presentation about your Personal Strategic Plan in class on <b>Thursday, May 30<sup>th</sup></b>.</p> <p>• <b>Homework #3:</b> Sign up for an optional 30-minute advising / coaching meeting with Alison and Monica by <b>Tuesday, May 28<sup>th</sup> at 9:00 am</b>.</p>
<b>WEEK FOUR</b>	<b>Thursday, May 30th</b>
	<ul style="list-style-type: none"> <li>• Discussion About the Creative Pathfinders Interviews (20 minutes)</li> <li>• Short, 8-to-10-minute, Presentations of Personal Strategic Planning Project with follow up Q &amp; A. (2 hours and 50 minutes)</li> </ul>
<b>Optional Advising</b>	<b>Friday, May 31st</b>
	<ul style="list-style-type: none"> <li>• Optional 30-minute advising / coaching meeting with Alison Crocetta and Monica Stigler (Exact schedule TBD and published by Wednesday, May 29th)</li> </ul>

**Please note:** The course calendar above may be changed at the discretion of the instructors. Any changes will be noted and announced via Carmen.

**Grading Scale:**

Grades in this class will be based on the following grading scale:

- A (93-100)
- A- (90-92)
- B+ (87-89)
- B (83-86)
- B- (80-82)
- C+ (77-79)
- C (73-76)
- C- (70-72)
- D+ (67-69)
- D (60-66)
- E (59-0)

**Grading Criteria:**

Grades in this course will be evaluated based on the following criteria and system:

- Homework Projects (4 weighted (*listed below*) x 25 pts. each = 100 points) 50%
- In-Class Audio-Visual Presentation of Personal Strategic Plan 25%
- Class Participation and Discussion 25%

Homework Projects (as described above):

1. Values and Strengths Project
2. Personal and Social Identity Wheels Project
3. Personal Check-in Project
4. Personal Strategic Planning Project

### **Attendance Policy:**

Since this one-credit class only meets four times, you must come to each of our class meetings. If an emergency should arise and you are unable to attend class, please reach out to your instructors via email to inform them of your absence. Any student who misses more than one class will receive a failing grade due to attendance.

### **Academic Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### **Disability Services:**

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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, we 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. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Mental Health:**

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](http://ccs.osu.edu) or calling 614--292--5766. 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 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **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 at: [titleix@osu.edu](mailto:titleix@osu.edu)

### **Diversity:**

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.

## **Land Acknowledgement:**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

## **What is a Land Acknowledgement and Its Purpose?**

A land acknowledgement recognizes and respects the relationship that exists between Indigenous peoples and their ancestral and contemporary territories. Additionally, a land acknowledgement provides opportunity to explore the current impact of colonization and systemic oppression on Indigenous peoples. Land acknowledgements do not exist in past tense or a historical context as colonialism is a current ongoing process.

While Land Acknowledgements are vital in creating visibility, for these statements to have impact they must include action and a dedication to supporting, uplifting, and empowering all Indigenous peoples. We ask that you take the time to learn more about the histories and cultures of Native American and Indigenous peoples. By doing so you participate in the social change that will support a strong sense of belonging and inclusion for all Buckeyes.

## **Putting a Land Acknowledgement into Action**

There are a number of ways that one can move beyond simply reciting a land acknowledgement and put their words into action. Suggested action steps include:

**Education:** Learn more about the histories and cultures of Native American and Indigenous peoples, specifically the tribal nations that are connected to the land you reside upon. There are a number of books, films and podcasts that are written and created by Indigenous people. Also, Ohio State offers a minor in [American Indian Studies](#), which is a great opportunity to take courses focused on Native American and Indigenous cultures and history. Through Native American and Indigenous Student Initiatives, there are a number of programs and events throughout the year including Orange Shirt Day, Indigenous Peoples Day, Native American Heritage Month and Alternative Thanksgiving.

**Relationship Building:** Building relationships is a very important aspect of standing in solidarity with Native American and Indigenous peoples. A great place to start on campus is visiting the Student Life Center for Belonging and Social Change and connecting with three of the Ohio State Native American and Indigenous student organizations including the Native American and Indigenous Peoples Cohort (NAIPC), the American Indian Science and Engineering Society (AISES) and the Indigenous Community of Graduate and Professional Students (ICGPS).

There are currently zero federally recognized Native American and Indigenous tribes in the State of Ohio, but a number of tribal nations in Oklahoma, Wisconsin, Michigan, North Dakota, and Minnesota have ancestral connections to Ohio land. This list of tribal nations is documented in the Native American Graves Protection and Repatriation Act (NAGPRA) Indian Land Cessions 1784-1894 database.

For more information, contact [Madison Eagle](#).

\*Statement written by Dr. Melissa Beard Jacob (Sault St. Marie Tribe of Chippewa Indians) 2018. Updated and Edited by Madison Eagle (Cherokee and Shawnee) 2022.



College of Arts and Sciences

1 August 2023

Dear Colleagues:

I write to give my enthusiastic concurrence to the course that Alison Crocetta and Monica Stigler have designed, ARTSSCI 6001, *Holistic Professional/Life Planning: Creating a Strategy That is Tailored to You*. The course is an excellent complement to my ARTSSCI 6000, and it will be offered as a May course (when mine is not available).

Sincerely yours,

Danielle Fosler-Lussier  
Professor of Music