

## Term Information

Effective Term Autumn 2025  
*Previous Value* Autumn 2024

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Changing course number from 2222 to 5222 and changing the grading scale from S/U to a letter grade.

### What is the rationale for the proposed change(s)?

To expand access to graduate students across all Arts programs within the College of Arts and Sciences who are interested in exploring career paths in the arts and culture sector

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The course will be added to the Arts Management major as a requirement. We will submit a proposal to add this course to the Arts Management Major curriculum once the course has been approved.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Art Education  
Fiscal Unit/Academic Org Arts Admin, Education & Policy - D0225  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
*Previous Value* Undergraduate  
Course Number/Catalog 5222  
*Previous Value* 2222  
Course Title Arts Careers: Career Exploration & Development in the Arts  
Transcript Abbreviation Arts Careers  
Course Description Students will be introduced to a wide range of professions that involve the Arts. Students will analyze and reflect upon their personal traits and size-up the work experiences and daily routines of arts organizations, their structures, and various arts professionals. Students will explore ways for identifying and obtaining work experiences in the arts, as well as the details of job seeking.  
Semester Credit Hours/Units Fixed: 1

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
*Previous Value* Satisfactory/Unsatisfactory  
Repeatable No  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No

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Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	13.1302
Subsidy Level	Doctoral Course
<i>Previous Value</i>	<i>Baccalaureate Course</i>
Intended Rank	Junior, Senior, Masters, Doctoral
<i>Previous Value</i>	<i>Freshman, Sophomore, Junior, Senior</i>

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*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	<ul style="list-style-type: none"><li>• Identify the various careers and opportunities in the arts.</li><li>• Become familiar with the educational and experiential backgrounds of successful arts professionals.</li><li>• Use a variety of OSU support services that promote and develop student academic success and professional life after graduation.</li><li>• 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.</li><li>• Identify their own strengths and preferences to guide their job searches and career choices.</li></ul>
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**COURSE CHANGE REQUEST**  
5222 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/31/2025

**Content Topic List**

- Overview and meaningful work statement
  - Resumes, CVs, LinkedIn and cover letters
  - Arts-related professional MA program
  - Teaching art in Pre-K-12 settings
  - Arts entrepreneurship
  - Barnett Center Internship Program
  - Design
  - Arts marketing & communications
  - Galleries & artist agents
  - Museum education
  - Arts historians & curators
  - Advocacy & creative workforce
- No

**Sought Concurrence**

**Attachments**

- ARTEduc 2222 syllabus.pdf: Previous syllabus  
*(Syllabus. Owner: Pace, Lauren Kate)*
- Arts Management Curriculum Map 2024.pdf: Curriculum map  
*(Other Supporting Documentation. Owner: Pace, Lauren Kate)*
- 2222 to 5222 justification.pdf: justification  
*(Other Supporting Documentation. Owner: Pace, Lauren Kate)*
- ARTEduc 5222 Syllabus.pdf: New syllabus  
*(Syllabus. Owner: Pace, Lauren Kate)*

**Comments**

- Please see feedback email sent to the department 12-17-2024 RLS *(by Steele, Rachel Lea on 12/17/2024 04:26 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Pace, Lauren Kate	10/29/2024 09:57 AM	Submitted for Approval
Approved	wilson, gloria jannette	11/18/2024 09:56 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/20/2024 01:57 PM	College Approval
Revision Requested	Steele, Rachel Lea	12/17/2024 04:26 PM	ASCCAO Approval
Submitted	Pace, Lauren Kate	01/22/2025 10:24 AM	Submitted for Approval
Approved	wilson, gloria jannette	01/30/2025 05:59 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/31/2025 01:40 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/31/2025 01:40 PM	ASCCAO Approval



October 28, 2024

To the attention of: Arts and Sciences Curriculum Committee (ASCC)

The Department of Arts Administration, Education, and Policy (AAEP) respectfully requests approval to replace ARTED 2222 *Arts Careers: Career Exploration & Development in the Arts*, with ARTED 5222 *Arts Careers: Career Exploration & Development in the Arts*.

The rationale for this change from a 2000-level to a 5000-level course is to expand access to graduate students across all Arts programs within the College of Arts and Sciences who are interested in exploring career paths in the arts and culture sector.

While the course will remain a 1-credit offering, we have made the following updates to align with its new 5000-level designation:

1. The grading system has been changed from pass/non-pass to a A-E letter grades, as this course is intended to be a required class for undergraduate students in the Arts Management program.
2. Additional assignments have been incorporated to meet the expectations and rigor of a 5000-level course.

Thank you for your consideration of this request.

Respectfully submitted,

Dr gloria wilson, PhD  
Associate Professor  
Undergraduate Studies Chair  
The Department of Arts Administration, Education, and Policy (AAEP)

## **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**

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 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: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](tel:614-292-5766) 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.

### **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/>.

## 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. Ketal 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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## **(OLD SYLLABUS)**

### **ARTED 2222 Arts Careers Career Exploration & Development in the Arts 1 credit hour S/U grade**

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

Instructor: Dr. Rachel Skaggs  
Office: Sullivant 135D  
Office hours: Thursdays from 10:00 – 12:00  
E-mail: skaggs.131@osu.edu

#### **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

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.

**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.

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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/>.

The University strives to make all learning experiences as accessible as possible. 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. 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 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](http://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) 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](http://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)

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

\*Approximate Schedule – Some Speakers or Topics May Change

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Scheduled Speaker</b>	<b>Homework / In-class</b>
1	8/21	Overview and Meaningful Work Statement	Dr. Skaggs	High 5 Strengths Test to identify personal career areas of strength  Free: High 5 strengths finder
2	8/28	Generate Questions for Speakers   Barnett Internship Program	Dr. Skaggs Dr. Michelle Attias	Read: SNAAP Internships (on Carmen)  Due: Reflection essay 1 – Your Strengths, Meaningful Work
3	9/4	Resumes, CVs, LinkedIn and Cover Letters	Barbara Harvey - OSU	Read: SNAAP Arts Careers (on Carmen)
4	9/11	Arts-Related Professional MA Programs	Dr. Dana Kletchka – OSU Department of Arts Administration, Education, and Policy	Due: Resume / CV
5	9/18	Teaching Art in Pre-K-12 settings	Dr. Ketal Patel – OSU Department of Arts Administration, Education, and Policy	Due: Explore your College and Department’s career services resources
6	9/25	Jobs in the Creative Economy  Class will meet on Zoom	Dr. Shoshanah Goldberg-Miller – OSU Department of Arts Administration, Education, and Policy	
7	10/2	Arts Research	Jennifer Novak-Leonard	
8	10/9	Arts Marketing & Communications	Lydia Simon, CMA	Due: Internships or work experiences find 3
9	10/16	Music & Nonprofit Leadership	Stephanie Matthews – A Tribe for Jazz	Reflection Essay 2
10	10/23	Community arts organizations	Dr. David Guion-Dublin Arts	
11	10/30	Design	Dr. Mary Ann Beecher – OSU Department of Design	Due: First report from interview of a professional.
12	11/6			
13	11/13	Arts in Public Media	Dr. Daniel Shellenbarger – The Ohio Channel	
14	11/20	Museum education	Speaker to be confirmed	Due: second report from interview of a professional.
15	11/27	Thanksgiving Break – Class Will Not Meet		
16	12/4	Urban Arts Space Internship Program	Dr. Terron Banner, Urban Arts Space	Reflection Essay 3

## **NEW SYLLABUS**

### **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:**

6. Identify the various careers and opportunities in the arts.
7. Become familiar with the educational and experiential backgrounds of successful arts professionals.
8. Use a variety of OSU support services that promote and develop student academic success and professional life after graduation.
9. 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.

10. 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**

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

**\*\*Students who receive  $\geq 94$  of 150 total points on Homework, Collection of Resources, Ideas, and Action Steps for Career Development, Meaningful Work Reflections 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 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.

6. 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?
7. 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?
8. 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?
9. 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?
10. 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?

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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:

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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. Ketal 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

## ARTS MANAGEMENT CURRICULUM MAP

ARTS MANAGEMENT	Program Learning Goals			
Required Courses (offered by the unit)	Goal #1	Goal #2	Goal #3	Goal #4
	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 AM	Beginning			
3680 or 3681		Intermediate		
5683 Capstone				Advanced
5222 Arts Careers: Career Exploration & Development in the Arts			Intermediate	
Applied Learning/ Research 4191/4998				Intermediate/Advanced
<b>ADVANCED LEVEL (Select 18 credits)</b>				
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			
5682: Nonprofit Arts Institution Governance and Board Leadership		Advanced		
5683: Developing Arts Careers: Positioning Passion				Advanced
5684: Arts Participation, Cultural Literacy, and Audience Development		Advanced		
5685: Arts/Cultural Organizations: Resource Management & Revenue Streams		Advanced		

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5686: Cultural Program Design, Implementation, and Evaluation**			Advanced	
5687: The Social World of the Arts**			Advanced	
5688: Marketing, Communications & Social Media in Non-profits**				Advanced
5797.04: Museum Studies in London	Advanced			
<b>Categories of Courses (may be offered inside or outside of unit)</b>				
3690: Arts Entrepreneurship			Intermediate	
5470.01 Contemporary Art Learning		Intermediate		
5795: 21 <sup>st</sup> Century Museum Issues*			Advanced	
5795: Occupations*			Advanced	
5795: Grantsmanship*				Advanced
<b>Pre-Req-Business (12 credits)</b>				
ECON 2001		Beginning		
BUSMHR 2500		Beginning		
MATH 1130 (or higher)	Beginning			
CS&E 1111	Beginning			
<b>BUSINESS CORE COURSES (9 credits)</b>				
ACCTMIS 2000		Intermediate		
BUSFIN 3120		Intermediate		
BUSMHR 3510			Intermediate	
<b>General Education courses</b>				
*special topics courses				
** embedded literacies				