

COURSE IDENTIFICATION**Course Title:** Senior Seminar: Professionalism, Project Management and Entrepreneurship**Description and Prerequisites**

This course will provide students with knowledge and experience in the intersection of business and visual art in preparation for embarking upon a career after graduation.

Requires senior standing and completion of all Foundations courses

Textbooks and Required Materials

Students in this course will be required to purchase a specially-prepared course pack. Readings in this pack will be taken from the following sources, among others:

Meredith, J. and Mantel, S (2012) *Project Management, A Managerial Approach*, 8^h Edition. John Wiley & Sons. Hoboken, NJ. ISBN: 9780470533024

Barringer, B. and Ireland, R.D. (2011). *Entrepreneurship: Successfully Launching New Ventures*, 4th Edition. Prentice-Hall ISBN 978132555524

Cross, N. (2011). *Design Thinking: Understanding How Designers Think and Work*. New York: Berg. ISBN 9781947886378

COURSE OUTCOMES & OBJECTIVES

Outcomes	Objectives
Knowledge: What students should know	
Understand the history, current issues, and direction of the artistic discipline	Students will gain an understanding of contemporary issues in art design. They will produce a resume, CV, and documents for use in job seeking. They will participate in discussions about the importance of professionalism in art and design and explore possible job opportunities.
Place works in the historical, cultural, and stylistic contexts of the artistic discipline	Students will relate the objects they create to precedents and industry examples.
Use the technology and equipment of the artistic discipline	Students will use relevant equipment and technology in the creation of course projects.
Understand roles within collaborative teams	Develop understanding of collaboration and teamwork
Skills: What students should be able to do	
Use the elements and principles of art to create artworks in the artistic discipline	Students will explore elements and principles of design as they create course projects.

Create artwork that demonstrates perceptual acuity, conceptual understanding, and technical skill	Student work will demonstrate relevant skill and accuracy.
Analyze and evaluate works of art in the artistic discipline	Students will engage in peer and self-critique of their works.
Employ teamwork to enhance learning	Utilize experiential collaborations to increase knowledge of teamwork in order to deepen learning of key concepts
Synthesis: How students will combine knowledge and skill to demonstrate learning	
Produce artworks demonstrating technical skill and disciplinary knowledge	Students will produce works demonstrating relevant skill and technique.
Use knowledge of art and disciplinary vocabulary to analyze artworks	Students will use appropriate vocabulary in their written work and self-reflections.
Participate in collaborative community service learning experience	Engage with peers and community members in collaborative creative project
Participate in critiques of own work and work of others	Students will participate in individual and group critique of projects.

CLASS SCHEDULE

Week-Topic	Lesson	Assignment
1—What's Out There? Making a living in art and design	Lecture: From Art to Artrepreneurship	Journal/Sketchbook 1 Brainstorm at least three ideas for taking an entrepreneurial approach to your art/design practice
2—Building a Better Mousetrap	Lecture: What? How? Why? Revisit this topic from the Foundations class, emphasizing the importance of vision in creating a salable product or idea Form project groups (heterogeneous groups of 4). Begin brainstorming about a possible service project you could do in the community. Draw upon your learning in your Experimental courses where you worked in groups on community-	Begin gathering information for next week's resume/CV lesson. <ul style="list-style-type: none"> • Contact information for former employers • List of honors and awards • Contact information for at least three references • List of exhibitions

	engaged projects, and on your own observations of needs in the community. The second class period each week will be entirely devoted to your group's work on the project you develop.	
3—The Starving Artist: You don't want to be one	<p>Guest lecture: Branding and Marketing Yourself (speaker from either HR or the School of Business)</p> <ul style="list-style-type: none"> • Writing a resume and CV • Writing a killer cover letter • Handling interviews 	<p>Students create a resume and CV (due in 2 weeks)</p> <p>Additional job search resources including web resources for job postings will be provided in the course pack. Sources include the Chronicle of Higher Education, HigherEdJobs.com, College Art Association jobs site, NYFA (New York Federation of Artists), Americans for the Arts, and others</p>
4—Implementing Design Thinking	<p>Lecture: review off the principles of Design Thinking from the Foundations class.</p> <p>Discussion: how can using the principles of design thinking help you to create a viable business?</p> <p>Groups apply design thinking to their project and create a proposal for the instructor's review.</p>	<p>Journal/Sketchbook 2</p> <p>Diagram the Design Thinking process, making it specific to your art/design practice</p>
5—The Human Factor	<p>Lecture: Ethics, Empathy, and Human-Centricity—how are these relevant to art? Why you should care what people think about your work (if you like to eat).</p> <p>How can your group apply this concept to your project?</p>	<p>Resume/CV due</p> <p>Journal/Sketchbook 3</p> <p>Answer: Why you should care what people think about your work</p>
6—Business Planning	<p>Guest lecturer from the school of business to demonstrate creating a business plan and marketing strategy.</p> <p>Groups generate a plan conforming to the guidelines presented by the</p>	<p>Generate draft of business plan, based on material presented in class (counted as Journal entry 4)</p>

	speaker.	
7—Preparation and Planning	Lecture: Project Management— planning and preparation as the foundation of success Groups continue working on projects	Journal/Sketchbook 5 Why should you make and stick to a plan rather than taking a go- with-the-flow approach?
8-Midterm	Quiz over lectures and readings Groups present their projects-in- progress, commenting on successes and failures so far. Generate class discussion and brainstorming about solutions and next steps.	(no assignment)
9—Budgeting and Estimating	Guest Lecturer from the School of Business or working business professional to give presentation on budgeting and estimating Groups address budget issues for their project, finding workable solutions or work-arounds to financial challenges.	Budget Exercise: 1. Think of a major art project you'd like to do. 2. List every material resource you'd need 3. Make an estimate of how much time it might take to accomplish the project. 4. Calculate your hourly rate based on your time estimate. 5. Finalize your budget for the project. 6. Write it up as a client presentation. (due in 2 weeks) 7.
10—Risk and Chance	Lecture: the pros and cons of risk. What to do when things go wrong. Groups investigate “worst-case scenario” situations and brainstorm ways to overcome these situations. Groups consider fail-safe options for their project, and address potential pitfalls that may occur prior to project completion.	Journal/Sketchbook 6 What's your safety net? Address the issue of what you would do if your business fails
11— Negotiations and contracts	Guest lecturer from the School of Law (or a or a practicing lawyer) to give an overview of negotiations and contracts.	Budget Exercise due Write a sample contract to go with the project for which you wrote a budget. (due in 2 weeks)

	Groups continue work on projects.	
12—Leadership and Communication	<p>Communication exercise. Instructor-led situational scenarios related to leadership, communication, and employee management.</p> <p><i>Note: scenarios could be performed by volunteer theatre student, if available.</i></p> <p>Groups continue work on projects.</p>	<p>Journal/Sketchbook 7 How will communication be important to your art/design business?</p>
13—Graduate School: the right choice for you?	<p>Guest lecturer to speak about the process of applying to graduate programs; pros and cons of degree options</p> <p>Finalize group projects</p>	<p>Sample Contract due Research the admissions requirements for three graduate schools you might like to attend. Prepare a 1 to 2 page report on what you learned. Due next week</p>
14—Reflections	<p>Group discussion: what have you learned that will help you to avoid being a starving artist? Students each give a 5-10 minute presentation</p> <p>Groups prepare presentation on their project, including relevant documentation, photographs, video, or other supporting evidence.</p>	<p>Study for exam</p> <p>Finalize group project presentation</p>
15—Finals	<p>Exam covering lectures/readings</p> <p>Group project presentations</p>	(n/a)

ASSIGNMENT & ASSESSMENTS

6 Journal/Sketchbook entries	20
Resume/CV	10
Budget Exercise	10
Sample Contract	10
Grad School Requirements paper	10
Midterm Quiz	10
Group Project	20
Final Exam	10
Total	100

Attachments-1**Written directions for assignments**

- Journal/Sketchbook
- The journal/sketchbook represents a significant portion of your grade in this class because the real WORK of the course occurs through your thought processes and personal reflections. This is an ongoing process, so your recordkeeping of this learning through visual and textual means is very important.
- Your journal must contain 7 entries that:
 - have a date and a title
 - are written legibly or communicate visual concepts clearly
 - clearly connect to course content or class discussions
 - demonstrate connection between the student's life experiences and course content
 - demonstrate personal growth, learning and/or reflection
 - are of high quality and demonstrate thought and effort
- Topics
- Brainstorm at least three ideas for taking an entrepreneurial approach to your art/design practice
- Diagram the Design Thinking process, making it specific to your art/design practice
- Why you should care what people think about your work?
- Generate draft of business plan, based on material presented in class.
- Why should you make and stick to a plan rather than taking a go-with-the-flow approach?
- What's your safety net? Address the issue of what you would do if your business fails
- How will communication be important to your art/design business?
- Resume/CV
- Your resume and CV should demonstrate the concepts we addressed in class.
- Both must be error-free, attractive, and comprehensible to the potential employer

- You may use a pre-made template (many can be found on Microsoft's website) or you can create your own.
- Minimally, each must include sections for:
 - Identifying information
 - Education
 - Work experience
 - Suggested additional content:
 - Exhibition record
 - Honors or awards
 - Professional affiliations
 - Professional service/volunteer activities/community service
 - Publications
 - References
- The resume must be no longer than 2 pages. The CV can be longer, but should still be concise, legible, and visually attractive.
- NO errors in formatting, grammar, spelling, etc... are permissible
- Due Week 5

- Budget Exercise
- Think of a major art project you'd like to do.
 - List every material resource you'd need
 - Make an estimate of how much time it might take to accomplish the project.
 - Calculate your hourly rate based on your time estimate.
 - Finalize your budget for the project.
 - Write it up as a client presentation. This may be presented as a Word doc or PowerPoint presentation.
- Due Week 11

- Sample Contract
- Write a sample contract to go with the project for which you wrote a budget.
- The contract should be:
 - Error-free
 - Legible, visually clear, and uncluttered. Use bullet points, numbering, or other formatting to make each point obvious and comprehensible.
 - Include stipulations for payment schedules, provisions for each party's responsibilities, and project deliverables.
 - Be sure to clearly address what you will need from the other party. (Ex: if you will be creating a heavy sculpture to be suspended from the ceiling, you'll need a lift capable of supporting the sculpture, you, and an assistant)
- Due Week 13

- Grad School Requirements Paper
- Research the admissions requirements for three graduate schools you might like to attend.
- Prepare a 1 to 2 page report on what you learned
- Include the name and full contact information for each institution's Graduate School
- Also include:
 - Specific admission requirements

- Application fees
- Materials submission process
- Other key information that you discover
- The paper may be written in outline/bullet point form. It need not be fully formatted prose.
- Due Week 14

Group Project Timeline

- Week 2: Form project groups (heterogeneous groups of 4). Begin brainstorming about a possible service project you could do in the community. Draw upon your learning in your Experimental courses where you worked in groups on community-engaged projects, and on your own observations of needs in the community. The second class period each week will be entirely devoted to your group's work on the project you develop.
- Week 4: Groups apply design thinking to their project and create a proposal for the instructor's review.
- Week 5: How can your group apply the concept of human-centricity to your project?
- Week 6: Groups generate a business plan conforming to the guidelines presented by the speaker.
- Week 8: Groups present their projects-in-progress, commenting on successes and failures so far.
- Generate class discussion and brainstorming about solutions and next steps
- Week 9: Groups address budget issues for their project, finding workable solutions or work-arounds to financial challenges
- Week 10: Groups consider fail-safe options for their project, and address potential pitfalls that may occur prior to project completion.
- Week 14: Groups prepare presentation on their project, including relevant documentation, photographs, video, or other supporting evidence.
- Week 15: Group Project Presentations