



## Investigation on the Arts Management Major in Sichuan University of Media and Communications in China

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### Abstract

The purpose of this research is to study the current situation of the development of art management major in Sichuan universities. Sichuan University of Media and Communication as a case study and using questionnaire survey method. The data were analyzed by using computer software package and the statistics used in data analysis were 80 college student. The study focus on the problems of curriculum construction and degree of professional cognition existing in the development of art management majors. Through the analysis and discussion of problem and propose relevant development strategies. by comparing the core curriculum content of the arts management major in the two art colleges and universities, this research found that the content did not embody local cultural characteristics. Art management, as an operational and practical management ability, is very important in practice. If students majoring in art management learn a lot of theoretical knowledge but lack social practice, they will lack confidence in this professional knowledge. An investigation of internship duration of students majoring in art management found that more than 50% choose internship durations of between six months and one year, which indicates the importance attached by students to the length of internship duration in improving their professional ability. They generally choose longer social internship or practice times. Sichuan University of Media and Communication has many cultural industry bases. The cultural industry base has therefore become a good place for students majoring in art management to practice. After entering various cultural industry bases, students can participate in specific and challenging work as employees and hone their comprehensive professional ability.

**Keywords:** Art Management, Sichuan, Course, Development, Cognition

### Introduction

Talent training is very important for the development of the arts management discipline. Art and management have mostly developed independently. Artistic talents are mainly engaged in the creation of artistic groups, such as painters, dancers, etc., while management is more to do with art professionals engaging in related work. To some extent, this has meant that art workers are not good at management and managers do not know art very well. Until now, art workers still believe that arts management is the work of the group of managers. They can only



focus on the art work itself, and management is a market concern. Because of this, the cultivation of arts management talents is particularly important. At present, the number of talents training for arts management is far from satisfying the needs of the social art market. At present, over 30 Chinese colleges and universities offer an arts management major, and arts management officially became a secondary subject of Art Science in 2016. There are too few arts management personnel at the undergraduate level, while masters and doctoral students are lacking for the arts management major. This restricts the development of arts management to a certain extent.

Through Sichuan University of Media and Communication as a case study, this paper discusses the current situation of the development of art management major in Sichuan universities. The School of Radio, Film and Television of Chengdu University of Technology was launched in 1997 and was later renamed as the Sichuan University of Media and Communication. Undergraduate students were first enrolled in 2001. Ministry of Education approval enabled the shift to a private undergraduate university in 2013. The major of art management in Sichuan University of Media and Communication is managed by the Film School, which offers four undergraduate programs: Drama, Film and Television Literature; Film and Television Directing; Art Management and Film Studies; and two junior majors: Film and Television Lighting Technology; and Art and Film and Television Production Management.

In order to better understand the issues related to the development of an arts management major in Chinese art colleges and universities, this study case involves Sichuan University of Media and Communication, which set up an arts management major in Sichuan Province. This study will focus on the problems of curriculum construction and degree of professional cognition existing in the development of art management majors, and propose relevant development strategies through research method analysis and discussion.

## Literature review

Academic circles have researched and explored curriculum construction from many angles. Some scholars, such as Yingying., Z.(2023); Hongye, Z. (2023) ; Feifei, S. (2023), have approached curriculum construction from the perspective of the curriculum system. Others in the field of art study have singled out digital construction (Hongwei,W. 2023), industry and education integration (Ying, L. 2022), ideological and political education combined with first-class curriculum construction (Ping,, W. 2023), curriculum construction ideas (Yayuan, H. 2023), preschool art curriculum education (Ting, G. 2023), or the construction of an innovative art curriculum (Zhe, Z. 2023).

The emergence of arts management as a new discipline has aroused the attention and thinking of many art scholars. Besides academic journal articles related to the construction and development of the arts management discipline, master's and doctoral theses in arts management have conducted different levels of research.

For example, Professor Liu Liyun of the Sichuan Conservatory of Music believes that the future development of the arts management major needs to solve specific problems such as professional orientation, discipline attributes, talent training and discipline system construction,



and that the arts management major needs to be combined with the development needs of socialism with Chinese characteristics and the development needs of cultural and chemical industry. Professor Liu maintains that this will ensure a more scientific, sustainable development and an innovative system (Liyun., L, (2021). Huang Hai discusses the discipline basis of arts management from the management discipline paradigm. He thinks that arts management should not be a natural science following positivism, but a humanities subject that follows historical materialism and dialectics. In his view, arts management should be guided by Marxist political economics, philosophy, and Marxist aesthetics, literary theory and an aligned cultural research theory, all of which will establish a humanities subject that can change society through art and arts management activities.

Graduate dissertations have discussed the construction and development of arts management. For example, Zheng Yongying's master's thesis from Northeast Normal University, "Investigation and Research on the Current Situation of the Construction of Arts Management Major in Colleges and Universities" refers to Xiamen University as an example to demonstrate that the main problems of arts management specialty include unclear subject orientation, too few practical courses and a lack of professional teaching. Zheng also considers that the arts management specialty should pay attention to case teaching, pay equal attention to application and operability in curriculum design, and focus on case studies in the teaching of professional practice. Moreover, the use of media technology should be at the basis of teaching methods, while management, organizational behavior and marketing should inform the theoretical sources of practical operation (Yongying., Z. 2013).

When developing core courses for the undergraduate program of Chinese arts management, the Central Academy master of fine arts program paid attention to the International Association for Arts Management Education (AME) in North America and the European Union for Cultural Management and Cultural Policy Education (ENCATC), which are the earliest institutions in the development of arts management. The Central Academy's undergraduate courses combine general education with basic research into arts management practice, while the graduate courses provide a distinct professional perspective, giving students a research direction into arts management. The core courses of arts management organized by the AME include 12 aspects: Arts Administration Principles & Practices, Community Engagement, Financial Management, and International Environment for the Arts, Legal and Ethical Environments for the Arts, Marketing and Audience Development, Fundraising, Policy for the Arts, Production and Distributing of Art, Research Methodology, Strategic Planning, Technology Management and Training.

The ENCATC core education content is described in its incentive education project as providing multilevel project learning plans in the fields of art and culture, cultural policy, cultural management and education. The purpose is to provide high-quality learning content for those who want to further acquire professional knowledge in specific fields, and acquire practical skills such as tools in their career (Lu. L. 2018).

Fang Hua of the Shanghai Conservatory of Music has published a comparative analysis of arts management curriculum in Britain and the USA. He believes that the major courses of arts management offered by American colleges and universities include arts management, art project practice or institutional practice, cultural policy, writing training, art history, research



methods, art education and community, art education and courses related to art education nonprofit organizations, among others. Courses offered by the arts management major in British universities mainly include art project practice and institutional practice, arts management courses, cultural policy, science and technology influences, art history, research methods, art industry, art education and community law, social issues, cultural studies, economics and art skills practice and communication, among others. The research by Fang shows that Britain is more inclined to art and humanistic theory, emphasizing research ability, while the USA coursework pays more attention to career orientation, skills and practical training.

As another example, some scholars (Schinberg.J.2022, Richardson, J. et al.. (2017), Gattenhof.S.,2019) believe that studies the construction of arts management from the perspectives of discipline orientation, discipline attribute, related disciplines, specialty setting research, training program, curriculum system construction, core curriculum, discipline team construction and discipline base construction. The core courses of arts management should include basic theory courses, professional basic courses and professional practice courses. For example, communication, economics, art policies and regulations, art criticism, public relations and marketing are very important core courses.

## Methodology

### Research Method

About study design. The adoption of qualitative research in this thesis is mainly because this is the appropriate approach into the arts management major. The use of quantitative research methods is because the questionnaire survey of arts management majors is appropriate to understand the master's degree and statistics are required to examine cognitive attitudes.

### Population and sample

About Population and Sample. This study focused on the electronic questionnaire survey of college students (freshmen to juniors) majoring in arts management in the Sichuan University of Media and Communication, to understand their perceptions around the construction and implementation of arts management. The overall sample size of the electronic questionnaire was 80(Table1).

**Table 1** Personal Profiles of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	20	25.0	25.0	25.0
	Female	60	75.0	75.0	100.0
	Total	80	100.0	100.0	
Grade	Freshman	20	25.0	24.6	25.0
	Sophomore	46	57.5	52.6	82.5
	Junior	14	17.5	22.8	100.0
	Total	80	100.0	100.0	

### Evaluation of Questionnaire Validity

In order to ensure the authenticity and reliability of the self-made scale, a large number



of national and international publications related to the content of this study were consulted in the early stage, and the opinions were consulted of peer experts, who provided guidance and revision. The expert identification method was used to issue questionnaire validity test sheets to 8 experts and scholars related to this major, and the content and structure validity and overall evaluation of the questionnaire scale was examined and tested. According to the questionnaire validity testing, 8 expert were completely satisfied with the overall evaluation of questionnaire validity (Table 2), The results also show that the questionnaire items can better reflect the research content of the paper and the feasibility of in-depth field research.

**Table 2** Summary List of Experts' Overall Evaluation of Questionnaire Validity (n=8)

positional title	Overall Evaluation					Total
	Dissatisfied	Less satisfied	common	More satisfactory	More satisfactory	
Professor	0	0	0	1	3	4
Vice professor	0	0	0	2	2	4
Lecturer	0	0	0	0	0	0
Total	0	0	0	3	5	8

Exploratory factor analysis (CFA) questionnaire validity was used, requiring the KMO(Kaiser-Meyer-Olkin)to be greater than 0.6; a KMO of less than 0.6 requires questionnaire items to be modified or the questionnaires should be administered again to respondents. In this study, the KMO and Bartlett's Test of Sphericity was applied to the questionnaire scale concerning the development status of the arts management profession. The test results reveal a KMO value of 0.815 and a Bartlett's Test of Sphericity P-value of 0.00 (less than 0.05) (Table 3). The test results indicate that the scale structure validity of this questionnaire is good.

**Table 3** KMO and Bartlett's Test

	P-value	Result
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.815
Bartlett's Test of Sphericity	0.00	0.00

## Results of Research

### Setting and Analysis of Course

The curriculum of Sichuan University of Media and Communication contains modules that are divided into general compulsory courses (public basic courses), general elective courses (limited) and general elective courses (optional). Professional education modules are divided into basic, main and elective courses, each worth 30 credits, 30 credits and 22 credits, respectively. The curriculum also offers an innovation and entrepreneurship education module and a concentrated practice module. Specific courses include 14 public basic courses, 14 professional basic courses, 9 main professional courses and 11 elective courses.

Setting and Analysis of Major Main Courses. These include History of Chinese and





Foreign Films, Marketing of Film and Television Programs, Cinema Chain Operation and Management, Film and Television Production Management, Art Market and Curators, Project Planning and Management, Exhibition Operation and Management, Art Festival and Urban Culture, Planning and Practice of Cultural and Art Brokerage. In terms of curriculum setting, the Sichuan Conservatory of Music focuses on art and management courses, while Sichuan University of Media and Communication focuses on film and television, production and other aspects based on the characteristics of its own media. Thus, the characteristics of training art management talent differ among colleges and universities. As an emerging discipline, art management is still in its early stage in China. Moreover, compared with developed cities such as Beijing and Shanghai, many cities in China are not strongly developed, and they are in the exploratory stage in terms of curriculum and talent training. This all means that the curricula do not necessarily match.

The major curriculum has several characteristics. First, it emphasizes film and television, exhibitions and the art festival. Thus, the curriculum is designed to reflect social development. With the development of society, people increasingly pursue spiritual and cultural consumption, besides satisfying material needs. A large number of art festivals and large-scale exhibitions related to art are held throughout cities in China; these events demand practical theoretical knowledge and ability in planning, implementing and managing artistic activities. Some cities perform periodic music and art festivals, hosting many song and dance performances and art displays. The Food and Culture Festival is themed around food, but also contains numerous art activities. The art activities represent a large cultural concept, and the concept of art is also very generalized, which has a complex relationship with people's life. The Chinese Art Festival was first held in 1987 in Beijing. This festival is very rich in content, involving traditional Chinese opera, drama, children's drama, opera, musical, dance, theme song and dance evening, folk art, acrobatics, fine arts, and more. Many schools in China have also launched forms of art festivals, often called campus art festivals. In addition, the course also seeks to cultivate students' practical ability.

#### Investigation of Students' Professional Cognition

An online questionnaire was conducted for students from grade 1 to 3 majoring in art management in Sichuan University of Media and Communication. The questionnaire was designed by WJX App, and sent to 80 students via mobile phone by teachers from Sichuan University of Media and Communication using the network. Students used mobile phones to complete the questionnaire.

The ability to cultivate professional talent is the core issue of talent training. In order to understand the problem around students' cognition of their professional abilities, this study designed relevant questions. First of all, the art management major mainly consists of theory and practice, so how do students perceive the relationship between practical ability and theoretical ability? The second question sought to understand the degree of students' understanding of the factors that contribute to this major. As shown in Table 4, more than half of the students chose both theoretical and practical abilities, which also shows that students have a clear cognition of professional abilities. The art management major is not only regarded as a theoretical research major, but the practical ability of the art professional is also regarded as a relatively important professional ability. Of course, professional practical ability is very



important for students in their future jobs. Although art management is ultimately the management of people, this means that the graduate has to be able to go out into the field of art activities to manage and coordinate. This kind of management is therefore more practical than theoretical.

**Table 4** the Relationship between Practice and Theory of Talent Cultivation Ability

		Frequency	Percent	Valid Percent
Cumulative Percent				
Valid	Theory-based	14	17.5	17.5
	Practice-oriented	11	13.8	31.2
	Combination of both	54	67.5	98.8
	Other	1	3.5	100.0
	Total	80	100.0	100.0

As shown in Table 5, the survey revealed that students pay more attention to art product design, art appreciation and management ability. To a certain extent, artistic product design, artistic appreciation and artistic creativity are interrelated. The design of an art product must incorporate artistic beauty, highlighting the aesthetic and collection value of the art. In addition, the design of an art product must be personalized, that is, embody creative inspiration. With the creation of artworks, there is a soul, and the value and taste of artworks will be improved. In this sense, the three are inseparable from each other.

**Table 5** Composition of Professional Abilities of Art Management Professionals

Frequency	Percent	Valid Percent	Cumulative Percent
Valid Art product design	48	60.0	60.0
Management	61	76.2	76.2
Art activity planning	77	88.8	88.8
Academic research	41	51.2	51.2
Artistic creativity	64	80.0	80.0
New media production	41	51.2	51.2
Art appreciation	55	68.8	68.8
Other	3	3.8	3.8

#### Survey of the Curriculum Cognition of the Arts Management Major

This study investigated the extent of curriculum cognition of the arts management major in both universities. The analysis of the 80 respondents is depicted by Table 6, which lists the importance of major core courses in descending order from art management, introduction to art, management, art history, marketing, television program production and planning, human resource management, financial management, and lastly accounting principles. Analysis revealed almost identical ranking of courses by art management students in Sichuan University of Media and Communications and those in the Sichuan Conservatory of Music. Only the order of knowledge marketing and Television program production and planning differs. This result



is unexpected, as the research originally believed that while both art colleges share the same direction, the selection of art management courses should be different in terms of importance. The analysis also shows that the current courses of art management are basically in line with the curriculum knowledge needs of this major, and it reveals the degree of students' perceptions of professional courses. In particular, students of Sichuan University of Media and Communication have a high recognition of art management courses, as 77 (96.2%) choose art management courses. This figure is much higher than that of the Sichuan Conservatory of Music. From the perspective of curriculum construction, the art management course is an interdisciplinary subject of art and management, so the quality of course construction is particularly important. The reason why students choose the art management course as their first choice is also because the course plays an important role in the major and provides important theoretical knowledge for students to understand the concept, connotation and extension of art management, as well as the research object and professional category. Accounting is last on the list of course choices. Perhaps students majoring in art management think that accounting is not necessary knowledge and ability for their major, which is understandable. In the planning of specific art performance activities, more management and coordination are required, so it is natural for professionals to take charge of financial management, rather than people engaged in art management. This may be the reason why students in the two universities largely ignore accounting courses.

**Table 6** Recognition of the Importance of Professional Courses

Frequency	Percent	Valid Percent	Cumulative Percent
Valid Management	56	70.0	70.0
Art management	77	96.2	96.2
Introduction to art	61	76.2	76.2
Human resource management	31	38.8	38.8
marketing	42	52.2	52.2
Art history	55	68.8	68.8
Financial management	17	21.2	21.2
Television program production			
and planning	37	46.2	46.2
Principles of accounting	15	18.8	18.8
Other	0	0.00	0.00

In order to further understand whether the art management courses currently offered by Sichuan University of Media and Communication meet students' learning needs, they were questioned on their levels of satisfaction. As presented in Table 7, the results indicated that students basically agreed with the current courses, but more than 10% of the students were apparently dissatisfied with the courses for not meeting learning needs. Ongoing development and changes of society in this era of social media and readily accessible digital information, human knowledge can change daily, which also determines that the construction of any professional curriculum is a relatively dynamic process. This aspect should be an important content of art management professional construction. The curriculum should meet students'





social needs and stimulate development of the major, emphasize applicability and novelty, and avoid the obsolescence of the curriculum as much as possible. Only then can the major undergo continuous improvement in its construction, development and quality, all of which students deserve for their learning.

**Table 7** the Degree to Which Specialized Courses Meet Learning Needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfactory	4	5.0	5.0	5.0
	Relatively satisfactory	25	31.2	31.2	36.2
	Satisfactory	39	48.8	48.8	85.0
	Generally unsatisfactory	9	11.2	11.2	96.2
	Unsatisfactory	3	3.8	3.8	100.0
	Total	80	100.0	100.0	

### Professional Student Employment Survey

Employment is a concern of college students, so their job choice is an issue that this study sought to understand. Eighty students majoring in art management in Sichuan University of Media and Communication were questioned about their thoughts on future employment. The results of Table 8 show that most students aimed for employment as an art planner (43; 53.8%), followed by teaching (34; 42.5%), art agent (26; 32.5%), art investment (17; 21.2%), and lastly gallery work (14; 17.5%). This ranking differs markedly from the results of the Sichuan Conservatory of Music, where the students regarded teaching as their first choice for future employment. This may be related to the different characteristics of the two art universities. Sichuan Conservatory of Music, to a large extent, focuses on cultivating teachers engaged in the arts. For example, most of the graduates majoring in music and dance are engaged in the education and training industry, which will affect their employment choice to some extent. The Sichuan Conservatory of Music also requires every student majoring in art management to choose an art skill as a major course. Thus, students majoring in art management are basically familiar with singing, dance performance, and musical instruments, which may explain why they choose teaching as a profession. Sichuan University of Media and Communication mainly focuses on new media, film and television production and distribution, editing and other related fields, so art activity planning and other related work has become the focus of students. Of course, in both universities, art planner, teacher and art agent all rank among the top three, which also shows that college students majoring in art management have basically the same perceptions.

Notably, the students majoring in art management in both universities did not choose the cultural management department as their future employment. This result may be related to the fact that the questionnaire did not cover all students majoring in art management in these universities. It may also reflect the reality that students majoring in art management do not pay much attention to the cultural management department of the government. Although the cultural administration department of the government seems to be a relatively ideal job, with advantages such as job and income stability, the inflexible work management system and the lack of challenge in the work are disadvantages. Moreover, the fixed income may prevent the



possibility of a greater income in the future, which may explain the reluctance of students to select the government's cultural management department as a future career.

**Table 8** Employment *Orientation of College Students Majoring in Art Management*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	34	42.5	42.5	100.0
	Art agent	26	32.5	32.5	100.0
	Artistic planner	43	53.8	53.8	100.0
	Art investment	17	21.2	21.2	<u>100.0</u>
	<u>Gallery management</u>	14	17.5	17.5	100.0
	<u>Cultural management</u>	0	0.00	0.00	0.00
	Master's degree	0	0.00	0.00	0.00
	Other	0	0.00	0.00	0.00

(Note: This topic is multiple choice, N=80 for each choice, omit the number of people not selected).

Interviewing of students majoring in art management in Sichuan University of Media and Communication revealed different ideas and motivations among them when choosing art management majors. For example, SJT, a junior undergraduate student in Sichuan University of Media and Communication, explained why she chose art management as her major: "I was fond of drama when I was a child. Later, when I applied for university, I found art management as my major. Moreover, I like many courses of this major, which is more in line with my personal interests, so I applied for this major". ZTT, another sophomore undergraduate, believes that the major of art management is relatively unpopular, which means a good opportunity for her. She considers that the professional talent competitiveness will be small, and there will be a good space for development. She also believes that the major of art management, as an interdisciplinary subject, has the characteristics of comprehensiveness, so that there will be more channels for employment in the future. She considers that another reason is that I like curating activities, and the major of art management is in line with my favorite direction. Of course, the final reason is that it may be relatively easy to study for a master's degree in arts management. The survey and interviews revealed that one of the main reasons for students to choose the major of art management is that they think the major is more comprehensive and offers them more options in future employment. This phenomenon is also evident in the survey of students' future career directions. In addition to the teaching profession, many fields offer room for development compared with pure arts majors. It is possible to choose to be an art designer, a manager of cultural and art curatorial activities, a market investor in the art field, a manager in film and television distribution, an art video clip professional, and so on. This broad development space provides much room for development of art management professionals. This may explain why students choose to major in art management and how they can see the future development of their major.



## Discussion of research

The implementation of the art management major is carried out through a professional training program, and the curriculum is the core content and concrete embodiment of the training program, as well as the specific implementation of the art management professional personnel training. The training program is the overall design and implementation plan of the school to achieve the goal of talent training and basic specification requirements. It is the main way for the school to organize the teaching process and the basic means of managing and monitoring the quality of the school teaching (Dong Y, 2006). In recent years, much research (Wheatley D. (2019); Rachel W., & Brian. Y (2015); Gill, W. et al. (2014)) has investigated the training programs. In the discussion of a professional core curriculum, this research compared art management major training programs of the Sichuan Conservatory of Music and Sichuan University of Media and Communication. This research discusses the public, compulsory, and elective courses of this major. For the core curriculum issues, based on interviews with teachers of art management majors, a questionnaire was designed to solicit expert opinions. The courses of art management were also compared with those offered by other universities in China, in the attempt to find the relevant problems.

In the questionnaire survey, this research conducted a basic survey into students' awareness of the courses. The responses revealed that the core courses of art management major are art management, introduction to art, management, art history, marketing, and so on. Among these options, art courses form the majority, which shows that students generally agree that art management courses belong to the category of art. The responses also revealed that in the core curriculum of the major, more general courses exist such as introduction and principle. While courses like these are necessary for general knowledge, as a major that needs to be more distinctive and targeted, the curriculum should minimize general courses and offer more in depth theoretical and practical courses, to foster all-round development and outstanding advantages. Otherwise, the major can only cultivate graduates with all-round development and lacking special talents. In addition, by comparing the core curriculum content of the arts management major in the two art colleges and universities, this research found that the content did not embody local cultural characteristics.

Art management, as an operational and practical management ability, is very important in practice. If students majoring in art management learn a lot of theoretical knowledge but lack social practice, they will lack confidence in this professional knowledge. An investigation of internship duration of students majoring in art management found that more than 50% choose internship durations of between six months and one year, which indicates the importance attached by students to the length of internship duration in improving their professional ability. They generally choose longer social internship or practice times. Sichuan University of Media and Communication has many cultural industry bases. The cultural industry base has therefore become a good place for students majoring in art management to practice. After entering various cultural industry bases, students can participate in specific and challenging work as employees and hone their comprehensive professional ability.



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