



RESEARCH TO ADVOCACY

7777

Summer 2018 – Online

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Office hours by emailed appointment request, then conducted via phone or Caren Connect

COURSE OVERVIEW

Course description

Art Education 7777 engages practicing arts educators in developing effective advocacy strategies, arguments and approaches that are grounded in reliable research and assessment measures. Educators clearly communicating these measures can effectively leverage them in persuading administrators, parents and policy makers to energetically support and advance the critical work of arts education in the lives of students.

Course learning outcomes (aka learning objectives (lo) enumerated as follows)

By the end of this course, students should successfully be able to:

1. Recognize historic trajectories of Art Education Advocacy in America and abroad
 - a. Identify shifts in arguments for supporting art education as appropriate for multiple audiences and those scholar-advocates advancing them
 - b. Apply arguments agencies advocating for art education target to particular populations and draw on advocacy resources those agencies have made public
2. Identify core educational values and concerns held most dearly by target populations to whom you intend to advocate for arts education
 - a. Enumerate population your advocacy will be seeking to influence
 - b. For each population specify concerns the arts impact that they'd value
3. Articulate outcomes and import of lessons explored in one's art classroom
 - a. Link lessons taught in the classroom to concerns above they are likely to impact
 - b. Propose ways in which target population could help further extend such impacts
4. Summarily describe how student creations show mastery of core concepts taught
 - a. Recap assessments undertaken to gauge student mastery of concepts

- b. Link student learning achievements to the values and concerns likely to motivate the audience you aim to influence through both review of research and advocacy efforts
5. Create an advocacy campaign that recognizes the utility and value of the art curriculum and demonstrates what perceptual and communication skills are refined in that process
 - a. Create an action timeline that pinpoints research gathering labors through suggested trajectory of actions the target population could enact in support of the arts education labors undertaken in your classroom
 - b. Develop recommended action plan and speaking points the population might consider using to advance the workings of arts education
 - c. Outline potential approach(es) most likely to move the population into action as co-advocates for the advancement of art education
6. Set goals for growing the arts program and increasing its visibility in the community.
 - a. For each population targeted specify actions that qualify as work toward greater support
 - b. Create a repository of published editorials and feature articles on arts education programs cited in data sharing specified in bullet one above,

COURSE MATERIALS AND TECHNOLOGIES

Videos and online articles (Bibliography of Required readings in closing syllabus pages)

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen

TECHNOLOGY SKILLS NECESSARY FOR THIS SPECIFIC COURSE

- Recording a slide presentation with audio narration
- Recording, editing, and uploading video
- Posting to a Discussion Board

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

REQUIRED SOFTWARE

- [Microsoft Office 365](https://ocio.osu.edu/kb04733): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

GRADING AND FACULTY RESPONSE

How your grade is calculated

| ASSIGNMENT CATEGORY | POINTS |
|--|--------|
| Mapping of assessment strategies employed within the academic year | 15 |
| Alignment of Assessment with State Arts curriculum framework | 15 |
| Letter to school authorities (Principal or Superintendent) reviewing your art education curricula and assessments | 15 |
| Draft letter to local media advocating for arts education in your school and/or community. | 15 |
| Draft a short persuasive narrative for print or electronic broadcast (radio, podcast, etc.) | 15 |
| Research your community's media outlets (radio stations, newspapers, etc.) and compile a list of them (including key personnel) | 10 |
| Final packet of collateral materials the student proposes being employed in Advocacy appealing to Federal, State and local Policy Makers | 15 |
| Participation in digital discussions in ways that evidence having completed assigned readings (minimum 2 reading responses/week) | 60 |
| Timely assignment submissions and responses to peer postings (minimum 2/week to receive credit) | 60 |
| Total | 220 |

See course schedule, below, for due dates.

Late assignments

Points issued for late submissions will be reduced by a third of a letter grade for every day after the due date. Please refer to Calendar for assigned due dates.

Grading scale

| | |
|-------------|----|
| 205–220: | A |
| 198–204.5: | A- |
| 191–197.5: | B+ |
| 182–173.5: | B |
| 175–165.5: | B- |
| 168–174.5: | C+ |
| 159–167.5: | C |
| 152 –158.5: | C- |
| 145 –151.5 | D+ |
| 131 –144.5: | D |
| Below 120: | E |

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- Grading and feedback: For large weekly assignments, you can generally expect feedback within 7 days.
- E-mail: I will reply to e-mails within 24 hours on school days.
- Discussion board: I will check and reply to messages in the discussion boards every 24 hours on school days.

PARTICIPATION AND ATTENDANCE

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- Logging in: **AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will likely log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- Office hours by appointment (requests submitted via email) conducted via Carmen Connect or by phone
- Participating in discussion forums: submitting an original post no later than Friday at 11:59 pm and responding to two or more of your peer's posts by 11:59 pm Sunday.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- Writing style: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm and irony will not always come across as one might intend online.
- Citing your sources: When we have academic discussions, please cite your sources to back up what you say. For video lectures, interview and other course materials, list at least the title and page numbers or roughly the time signatures so the referenced clip point can be located. For other online sources, always include a link.
- Backing up your work: Consider composing your academic posts in a word processor, where you can run spelling and grammar check. I suggest you save your work, and then copy and paste it in within corresponding Carmen discussions or assignment drop box.

OTHER COURSE POLICIES

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style when citing the ideas and words of specified research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on

past research or revisit a topic you've explored in previous courses, please discuss the situation with me, and cite all such sources.

- Falsifying research or results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- Assessment and advocacy applications: This course encourages students to build on lessons they taught over the course of the year, considering assessment of student performances raw data. That data will then be leveraged as you build your advocacy arguments as framed for differing audiences. Sharing solutions to this assignment with peers on the discussion board offers opportunities for peer mentoring and refinement of persuasive writing skills.
- YouTube privacy policies governing digital interactions may be found at: https://www.youtube.com/static?template=privacy_guidelines

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

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

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Once those have been

established, PLEASE share them with your professor as early in the semester as possible.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

COURSE SCHEDULE

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|---|----------|---|
| Building Art Education Advocacy Arguments Week 1 | May 9-11 | <p>Complete the confidential Intake questionnaire; including completing a survey of assessment strategies you employed in your classroom</p> <p>Share your self-introduction on the discussion board by 11:59 pm May 11</p> <p>[lo 1,2 &3] Screen Videos:</p> <p>NeekoMarie's Why Art Education is Important https://www.youtube.com/watch?v=98_xT1bzMRk&t=7s Art Education Advocacy</p> <p>KeeshaBo 2 min. collage of famous art and architecture and quotes from assorted intellectuals' https://www.youtube.com/watch?v=7MTCTzGdVco</p> <p>Professor Sanders' interview with Donna Collins, Executive Director, Ohio Arts Council (part 1) documenting recommendations for effective arts education advocacy approaches leveraging assessment in advocacy 24 min.</p> |
| Week 1 (continued) Building Art Education Advocacy Arguments | 5/9-11 | <p>Readings, written responses and assignments: Post an original response to one or more of the videos on the class discussion board, AND respond to one or more of this week's assigned readings by 11:59 Friday May 11. Subsequently, post no less than a single response to a peer's posting on the discussion board by 11:59 pm Sunday.</p> <p>[lo 1a] Americans for the Arts (AFTA) "Getting Started" Navigator series Examine NEA/NEH legislative History</p> <p>[lo 1a &2] Irwin (1993). The four principles of arts advocacy: Public awareness, professional development, policy-making and patronage. <i>Art</i></p> |

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|--|---|---|
| | | <p data-bbox="516 247 829 279"><i>Education, 46(1): 71-77.</i></p> <p data-bbox="516 327 1487 394">[lo 1b] Siegesmund, R. (1998). Why do we teach art today? Conceptions of art education and their justification. <i>Studies in Art Education, 39(3)</i>197-214.</p> <p data-bbox="516 443 1446 552">[lo 3a&b] Winner & Hetland (2008). Art for our sake school arts classes matter more than ever-bit not for the reasons you think. <i>Arts Education Policy Review, 109(5): 29-32.</i></p> <p data-bbox="516 600 1354 667">[lo 4 a&b] CLASS (1995). Worksheets on authentic assessment of curriculum design (13 pp).</p> <p data-bbox="516 716 1474 894">[lo 4 a&b] OUTLINE OR MAP ASSESSMENT strategies you used over the course of the most recent academic year (the one now coming to a close) identifying the learning objectives for students were taught (identifying each grade level) and upload your outline to carmen by 11:59 pm May 13, 2018</p> |
| <p data-bbox="154 1140 289 1287">Assessing Why Art Education Matters</p> <p data-bbox="154 1335 256 1367">Week 2</p> | <p data-bbox="354 1083 467 1157">May 14-18</p> <p data-bbox="354 1623 467 1654">5/14-18</p> | <p data-bbox="516 947 1487 1056">Screen Videos, responding to at least one and posting your response on the discussion board by Friday May 18, 2018 at 11:59 pm., then respond to one or more peer response posting by Sunday May 20 at 11:59 pm.</p> <p data-bbox="516 1104 1438 1171">[lo 1&2] Lisa Saga's You Tube video on the Importance of Art Education 4:53 <https://www.youtube.com/watch?v=Dam9kEfr8GM></p> <p data-bbox="516 1220 1406 1287">[lo 4b] Ryan Chen's Why the Arts? Art Education Advertisement 1:13 HTTPS://WWW.YOUTUVE.OM/WATCH?V=1M5HS6AHCKU</p> <p data-bbox="516 1335 1479 1444">[2a&b, 4b&5] Children's Theater Group: Why does Arts Education Matter? 5:49 <HTTPS://WWW.YOUTUBE.COM/WATCH?V=QA4PDSU5UJ8&T=12S></p> <p data-bbox="516 1451 1349 1518">[lo 5] Bill Nye's You Tube video (draft a one page response) 2:18 HTTPS://WWW.YOUTUBE.COM/WATCH?V=EF8IYUK TX8</p> <p data-bbox="516 1566 1390 1633">[lo 1 & 2] Sanders interview with Wayne Lawson, Executive Director Emeritus, Ohio Arts Council</p> <p data-bbox="516 1682 1430 1713">Readings, written responses and assignments due May 18 & 20, 2018.</p> <p data-bbox="516 1761 1479 1829">[lo 1a & b] AFTA AIE—Funding Arts Advocacy Day (2017) Improving Access to Arts Education for All Students (2 pp).</p> |

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|---|--|---|
| | | <p>[lo 1&2] Anon. (2017). Sept. 10 The ABCs of Arts Education Advocacy.</p> <p>[lo 4b] Goldfarb (1979). The art and politics of arts advocacy. <i>Art Education</i>, 32(5):22-23.</p> <p>[lo 5b] Freedman, Kerry (2011). Leadership in Art Education: Taking Action in Schools and Communities. (excerpted from <i>Art Education</i>).</p> <p>[lo 4a&b] Align Assessments outlined or mapped in week one, and describe how those learning outcomes align with your state's arts education curriculum framework, uploading your summary connections between them on the designated Carmen box by 11:59 pm May 20, 2018</p> |
| Putting Arts Education Assessment to work for Advocacy's sake Week 3 | May 21-25 5/21-25 | <p>Screen Videos, responding to at least one and posting that response on the discussion board by 11:59 pm May 25, 2018 and then subsequently respond to one or more of your peers postings by 11:59 pm May 27, 2018.</p> <p>[lo 4b] Andrea R. Ream's The Critiquing Process 1:12 HTTPS://WWW.YOUTUBE.COM/WATCH?V=MWMIP80FKOO</p> <p>[lo 5b] Neil DeGrasse Tyson interview with David Byrne 3:44 HTTPS://WWW.YOUTUBE.COM/WATCH?V=BQ4UWZRLVPQ</p> <p>[lo 4b] ArtReach arguments for the arts value to education 3:52 HTTPS://WWW.YOUTUBE.COM/WATCH?V=CSKBULCX_SW</p> <p>[lo 1&2] Readings, written responses and assignments Initial posting due by 11:59 pm May 25, 2018 and subsequent response to at a peer's post by 11:59 pm MAY 27.</p> <p>[lo 1, 2 & 3] AFTA (2017). <i>Making the Case</i> (scan as a resource (70 pp.) see week 4.</p> <p>[lo 4a&b] Sweeny, Robert interview with Olivia Gude (2014). Assessment and Next Generation Standards. <i>Art Education</i>, 67(1): 6-12.</p> <p>Scan AFTA Navigator: <i>Making the Case</i> (advocacy pamphlet-see week 4). [lo 4b] The need for arts education advocacy, pp. 4-9. [lo 4a] The advocacy imperative, pp. 10-17.</p> <p>Arts Education advocacy ESSA statement (2 pp). [5c]</p> <p>Bobick, Bryna, & Dicindio, Carissa (2012). Advocacy for Art Education: Beyond Tee-Shirts and Bumper Stickers. <i>Art Education</i>, 65(2):20-23. [5b]</p> |

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|--|---|--|
| | | <p>Gates, Leslie (2016). Embracing Subjective Assessment Practices in Art Education. <i>Art Education</i> 70(1), 23-28.</p> <p>Written Assignment Draft a letter to school authorities (Principal or Superintendent), describing your art education curricula, learning outcomes and assessments strategies. [5a] upload letter to carmen by 11:59 pm May 28, 2018.</p> |
| <p>Why value ALL Arts education students in advocacy campaigns</p> <p>Week 4</p> | <p>May 29- June 1</p> <p>5/29-6/1</p> | <p>Screen Videos, respond to at least one video and post on the discussion board by 11:59 pm on June 1, 2018 -- subsequently respond to one or more of your peer's postings by 11:59 pm June 3, 2018.</p> <p>[lo 5b] Foley, Cindy (2014) Teaching art or teaching to think like an artist? Cindy Foley TEDxColumbus Nov. 24, 2014. 14:39 https://youtu.be/ZcFRfJb2ONk</p> <p>[lo 5 B&C] Sanders (2017) interview with Erin Hoppe, Executive Director VSA Ohio 33 min.</p> <p>[lo 5b] The Critiquing process Art Education Andrea R. Ream 1:13 https://www.youtube.com/watch?v=MWmiP80fKo0&t=6s</p> <p>Readings, written responses and assignments due by 11:59 pm June 3, 2018</p> <p>[lo 6B] CLASS (1995) Map of Assessment Strategies.pdf (20 pp.)</p> <p>[lo 4, 5 & 6] Engebretsen, K, and VanFleet, E. (Eds.) (2013). <i>Arts Education Navigator: Making the Case</i>. Washington, DC: Americans for the Arts, sponsored by Van's Custom Culture (28 pp.).</p> <p>[lo 4b] The need for arts education advocacy, pp. 4-9.</p> <p>[lo 5b&c] Making the case, pp. 18-25.</p> <p>[lo [5] Crafting the message, pp. 26-39.</p> <p>[lo 6a] Five easy ways to get started, pp. 40-45.</p> <p>[lo 4a&b] Gaches, Sonya and Hill, Dana (2017). Power and assessment: A genealogical analysis of the CLASS. <i>Journal of Curriculum and Pedagogy</i>, 14(2): 125-142.</p> <p>[lo 4a&b] Gates, Leslie (2017) Embracing Subjective Assessment Practices: Recommendations for Art Educators, <i>Art Education</i>, 70:1, 23-28.</p> <p>[lo 5] Mittler & Steinspring (1991). Intellect, emotion and art education</p> |

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|--|------------------------------|--|
| | | <p>[Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines</p> <p>advocacy. <i>Design for arts in Education, 92(6):1-19.</i></p> <p>[lo 4b]CLASS Worksheets (1995). Linking Assessments to Curriculum Design (13 pp.).</p> <p>[lo 5c] Share a local media object (video, slide show, etc.) or produce one advocating for arts education in your school and/or community, then post it on the discussion board no later than 11:59 pm June 3, 2018.</p> |
| <p>Releasing Assessment data and advocacy appeals to broader audiences</p> <p>Week 5</p> | <p>June 4-8</p> <p>6/4-8</p> | <p>Videos to screen:</p> <p>[lo 5b&c]Sanders interview with Bill Behredit, Executive Director of Ohio Citizens for the Arts (part 2).</p> <p>[lo 6a] ArtReach The Center Theatre Group Student Ambassadors Advocacy Team asked students and professionals: Why Is Art Education Important for Your Child? 4 min. https://www.youtube.com/watch?v=CsKbULCx_sw</p> <p>Readings, Written Responses and Assignments due by 11:59 pm June 10, 2018.</p> <p>AFTA-Navigator-Making-the-case (see week 4 readings) review</p> <p>[lo 1a] Chapman, Laura (2007). An Update on No Child Left Behind and National Trends in Education. <i>Arts Education Policy Review, 109(1)</i>, 25-40.</p> <p>[lo 1b] AFTA. (2017). Corporate Social Responsibility tool-kit. Washington, DC: Americans for the Arts [9 pp.].</p> <p>[lo 5a] Chapman, Laura. (2005). Status of elementary art education: 1997-2004. <i>Studies in Art Education, 46(2)</i>, 118-137.</p> <p>[lo 6b] Research your community’s media outlets (radio stations, newspapers, etc.) and compile a list of them (including key personnel) due June 8, 2018 at 11:59 pm</p> <p>[lo 5b] Draft a short persuasive narrative for print, or a script for electronic broadcast (TV radio, podcast, etc.), posting it on the discussion board. By no later than June 8, 2018 at 11:59 pm and subsequently responding to at least one peer’s release by June 10, 2018 @11:59 pm.</p> |
| <p>Recollecting Course Learning</p> | <p>June 11-18</p> | <p>Videos to screen</p> <p>Class participants produce and post into the discussion board a video reflection on your experience of 7777 and how course content was</p> |

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|-------------------------------|-------|--|
| <p>Outcomes</p> <p>Week 6</p> | | <p>applied to your teaching context (due June 16), and post a response to at least one peer by June 18 on the discussion board.</p> <p>Readings and writing assignments due by June 18</p> <p>[lo 5b] Anon (2017, March). Arts Education: Creating Student Success in School, Work and Life.</p> <p>[lo 6b] <i>NAEP (2008). Arts Education Assessment Framework.</i> Washington, DC: U.S. National Assessment Governing Board [61 pp.].</p> <p>[lo 1a&b] Anon. (2017). <i>Funding the Assistance for Arts Education Grant Program at the U.S. Department of Education.</i> [3 pp.] Washington, DC: Americans for the Arts.</p> <p>[lo 1a&b] ANON (2017). NAE-NEH legislative history. [1 p] Washington, DC: Americans for the Arts.</p> <p>[lo 6b] Engebretsen, K, and VanFleet, E. (Eds.) (2013). <i>Arts Education Navigator: Facts and figures.</i> Washington, DC: Americans for the Arts, sponsored by Van's Custom Culture. (Reading posted in week 1)</p> <p>[lo 5b&c] Benefits of Arts Education, pp. 02-13.</p> <p>[lo 1b] Decline of Arts Education, pp. 14-21.</p> <p>[lo 5a,b&c] Take Action, pp. 22-25.</p> <p>[lo 5a,b&c] Sources for Facts and Figures, p. 26. [6b]</p> <p>[lo 6A&B] Compile final packet of collateral materials adaptable in Advocacy initiatives that appeal to Federal, State and local Policy Makers, and aligned think-tanks. uploading to carmen by 11:59 pm June 18.</p> |

BIBLIOGRAPHY OF REQUIRED READINGS

Americans for the Arts (2017). "Funding the Assistance for Arts in Education Grant Program at the U.S. Department of Education: Improving Access to Arts Education for All Students [2 pps].

Americans for the Arts (2017). *Making the Case.* (70 pp).

Anon. (2017). September 10. ABCs of Arts Education Advocacy. [The ABCs of #ArtsEdWeek](#) Arts North Carolina (1 p.).

Anon. (2017). *Funding the Assistance for Arts Education Grant Program at the U.S. Department of Education*. [3 pp.] Washington, DC: Americans for the Arts.

ANON (2017). NAE-NEH legislative history. [1 p] Washington, DC: Americans for the Arts.

Anon (2017, March). Arts Education: Creating Student Success in School, Work and Life [well-documented arts education advocacy arguments in light of federal support].

Anon. (2017). Corporate Social Responsibility. Washington, DC: Americans for the Arts [9 pp.].

Anon. (2008). *NAEP Arts Education Assessment Framework*. Washington, DC: U.S. National Assessment Governing Board [61 pp.].

Art Education Advocacy <https://www.youtube.com/watch?v=7MTCTzGdVco>

KeeshaBo 2 minute collage of famous art and architecture quoting assorted intellectuals'

[Bobick, Bryna](#) & [Dicindio](#) Carissa (2012) Advocacy for Art education: Beyond Tee-Shirts and Bumper Stickers. *Art Education*, 65 (2), 20-22. [published online 2015]

Nov. 26, 2014 *Neil DeGrasse Tyson's* Interview with David Byrne
<https://www.youtube.com/watch?v=BQ4UwzRLVpQ> 3:45

Chapman, Laura. (2005). Status of elementary art education: 1997-2004. *Studies in Art Education*, 46(2), 118-137.

Chapman, Laura (2007). An Update on No Child Left Behind and National Trends in Education. *Arts Education Policy Review*, 109(1), 25-40.

Why the Arts?" Art Education Advertisement Ryan Chen 1:13
<https://www.youtube.com/watch?v=1M5hs6ahcKU>

CLASS (1995). A Map of Assessment Reform Stages & Strategies. *CLASS Conference on Assessment Reform* (pp. 21-40).

CLASS (1995). Worksheets on Assessment Design. *CLASS Conference on Assessment Reform* (pp. 76-89).

CTG Education The Center Theatre Group Student Ambassadors Advocacy Team asked students and professionals a simple question: Why does arts education matter?
5:49 <https://www.youtube.com/watch?v=qA4PDSU5Uj8&t=22s>

Engbretsen, K, and VanFleet, E. (Eds.) (2013). *Arts Education Navigator: Getting Started*. Washington, DC: Americans for the Arts, sponsored by Van's Custom Culture (24 pp).
The five Ws, pp. 4-11.
The How, pp. 12-24.

Engebretsen, K, and VanFleet, E. (Eds.) (2013). *Arts Education Navigator: Making the Case*. Washington, DC: Americans for the Arts, sponsored by Van's Custom Culture (50 pp).

The need for arts education advocacy, pp. 4-9.

The advocacy imperative, pp. 10-17.

Making the case, pp. 18-25.

Crafting the message, pp. 26-39.

Five easy ways to get started, pp. 40-45.

Engebretsen, K, and VanFleet, E. (Eds.) (2013). *Arts Education Navigator: Facts and figures*. Washington, DC: Americans for the Arts, sponsored by Van's Custom Culture.

Benefits of Arts Education, pp. 02-13.

Decline of Arts Education, pp. 14-21.

Take Action, pp. 22-25.

Sources for Facts and Figures, p. 26.

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Visual Arts Education & Innovation

[ArtReach 4 min. arguments for the arts value to education](https://www.youtube.com/watch?v=CsKbULCx_sw): The Center Theatre Group Student Ambassadors Advocacy Team asked students and professionals a simple question: Why does arts education matter? [Why Is Art Education Important for Your Child?](https://www.youtube.com/watch?v=CsKbULCx_sw)
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Recommended and Optional Readings

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