## Term Information

**Effective Term**                               Summer 2018

## 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 |
| **Course Number/Catalog** | 7777 |
| **Course Title** | Research to Advocacy |
| **Transcript Abbreviation** | Rsrch to Advocacy |
| **Course Description** | This course engages practicing arts educators in developing effective advocacy strategies, arguments and approaches grounded in reliable research and compelling assessment measures. Educators clearly communicating these measures can effectively leverage them in persuading administrator, parents and policy makers to energetically support and advance the critical work of arts education. |
| **Semester Credit Hours/Units** | Fixed: 3 |

## Offering Information

| | |
|---|---|
| **Length Of Course** | 14 Week, 6 Week |
| **Flexibly Scheduled Course** | Never |
| **Does any section of this course have a distance education component?** | Yes |
| **Is any section of the course offered** | 100% at a distance |
| **Grading Basis** | Letter Grade |
| **Repeatable** | No |
| **Course Components** | Seminar |
| **Grade Roster Component** | Seminar |
| **Credit Available by Exam** | No |
| **Admission Condition Course** | No |
| **Off Campus** | Never |
| **Campus of Offering** | Columbus |

## Prerequisites and Exclusions

| | |
|---|---|
| **Prerequisites/Corequisites** | |
| **Exclusions** | |
| **Electronically Enforced** | Yes |

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

| | |
|---|---|
| **Subject/CIP Code** | 13.1302 |
| **Subsidy Level** | Masters Course |
| **Intended Rank** | Masters |

## 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

## Course Details

| | |
|---|---|
| **Course goals or learning objectives/outcomes** | • Recognize historic trajectories of Art Education Advocacy in America and abroad |
| | • Identify core educational values and concerns held most dearly by target populations to whom you intend to advocate for arts education |
| | • Articulate outcomes and import of lessons explored in one's art classroom |
| | • Summarily describe how student creations show mastery of core concepts taught |
| | • 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 |
| | • Set goals for growing the arts program and increasing its visibility in the community |
| **Content Topic List** | • Advocacy |
| | • Research |
| | • Assessment |
| | • Art Education |
| | • Campaign |
| **Sought Concurrence** | No |

## Attachments

• AAEP 7777 Sanders Technology Feasibility.pdf: Technology Feasibility Statement

  *(Other Supporting Documentation. Owner: Pace,Lauren Kate)*

• ARTEDUC 7777 Syllabus.pdf: Syllabus

  *(Syllabus. Owner: Pace,Lauren Kate)*

## Comments

• Are you sure that this course is not open to Doctoral students. *(by Heysel,Garett Robert on 12/12/2017 05:52 PM)*

## Workflow Information

| Status | User(s) | Date/Time | Step |
|---|---|---|---|
| Submitted | Pace,Lauren Kate | 12/12/2017 09:59 AM | Submitted for Approval |
| Approved | Savage,Shari L | 12/12/2017 03:58 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 12/12/2017 05:52 PM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler | 12/12/2017 05:52 PM | ASCCAO Approval |

RESEARCH TO ADVOCACY
7777
Summer 2018 – Online

Instructor**:** James H. Sanders III (Jim)

Email address: sanders-iii.1@osu.edu

Phone number: (614) 688-4038

Office hours by emailed appointment request, then conducted via phone or Carmen Connect. See https://resourcecenter.odee.osu.edu/carmenconnect/getting-started-carmenconnect for directions on how to access Carmen 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 compelling assessment measures. Teachers clearly communicating these measures can effectively leverage them in persuading administrator, 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)
All required readings for this course will be available on Carmen

**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: 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: <span style="color:red">AT LEAST TWICE PER WEEK</span>
  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 probably 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.

<span style="color:red">**OTHER COURSE POLICIES**</span>

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. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

**Student Services**
The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: http://ssc.osu.edu

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act

and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs (preferably within the first week of the course). Discussions are confidential.

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu. Please see accessibility video https://support.google.com/youtube/answer/189278?hl=en for more information.

**Student Academic Services**
Arts and Sciences Advising and Academic Services' website provides multiple support such as advising. The site is: http://advising.osu.edu/welcome.shtml

**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 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<br><br>Week 1 | May 9-11 | **Complete the confidential Intake questionnaire; including** completing a survey of assessment strategies you employed in your classroom<br><br>Share your self-introduction on the discussion board by 11:59 pm May 11<br><br>**[lo 1,2 &3] Screen Videos:**<br><br>NeekolMarie's Why Art Education is Important **https://www.youtube.com/watch?v=98_xT1bzMRk&t=7s**<br>Art Education Advocacy<br>KeeshaBo 2 min. collage of famous art and architecture and quotes from assorted intellectuals' |

https://www.youtube.com/watch?v=7MTCTzGdVco

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|------|-------|------------------------------------------------------------------------|
| Week 1 (continued)<br><br>Building Art Education Advocacy Arguments | 5/9-11 | 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.<br><br>**Rea*dings, 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.<br><br>[lo 1a] Americans for the Arts (AFTA) "Getting Started" Navigator series Examine NEA/NEH legislative History<br><br>[lo 1a &2] Irwin (1993). The four principles of arts advocacy: Public awareness, professional development, policy-making and patronage. *Art Education, 46*(1): 71-77.<br><br>[lo 1b] Siegesmund, R. (1998). Why do we teach art today? Conceptions of art education and their justification. *Studies in Art Education,39*(3)197-214.<br><br>[lo 3a&b] Winner & Hetland (2008). Art for our sake school arts classes matter more than ever-bit not for the reasons you think. *Arts Education Policy Review, 109*(5): 29-32.<br><br>[lo 4 a&b] CLASS (1995). Worksheets on authentic assessment of curriculum design (13 pp).<br><br>[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 |
| Assessing Why Art Education Matters<br><br>Week 2 | May 14-18 | **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.<br><br>[lo 1&2] Lisa Saga's You Tube video on the Importance of Art Education 4:53  <https//www.youtube.com/watch?v=Dam9kEfR8GM><br><br>[lo 4b] Ryan Chen's Why the Arts? Art Education Advertisement 1:13 https://www.youtube.com/watch?v=1M5hs6ahcKU<br><br>[2a&b, 4b&5] Children's Theater Group: Why does Arts Education Matter? |

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|------|-------|---------------------------------------------------------------|
| Week 2 (continued)<br><br>Assessing Why Art Education Matters | 5/14-18 | 5:49<br><**HTTPS://WWW.YOUTUBE.COM/WATCH?V=QA4PDSU5UJ8&T=12S**><br>[lo 5] Bill Nye's You Tube video (draft a one page response) 2:18<br>[**HTTPS://WWW.YOUTUBE.COM/WATCH?V=EF8IYUK_TX8**<br><br>[lo 1 & 2] Sanders interview with Wayne Lawson, Executive Director Emeritus, Ohio Arts Council<br><br>Rea**dings, written responses and assignments** due May 18 & 20, 2018.<br><br>[lo 1a,b] AFTA AIE—Funding Arts Advocacy Day (2017) Improving Access to Arts Education for All Students (2 pp).<br><br>[lo 1&2] Anon. (2017). Sept. 10 The ABCs of Arts Education Advocacy.<br><br>[lo 4b] Goldfarb (1979). The art and politics of arts advocacy. *Art Education, 32*(5):22-23.<br><br>[lo 5b] Freedman, Kerry (2011). Leadership in Art Education: Taking Action in Schools and Communities. (excerpted from *Art Education*).<br><br>[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 |
| Putting Arts Education Assessment to work for Advocacy's sake<br><br>Week 3 | May 21-25 | **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.<br><br>[lo 4b] Andrea R. Ream's The Critiquing Process 1:12<br>**HTTPS://WWW.YOUTUBE.COM/WATCH?V=MWMIP80FKO0**<br><br>[lo 5b] Neil DeGrasse Tyson interview with David Byrne 3:44<br>HTTPS://WWW.YOUTUBE.COM/WATCH?V=BQ4UWZRLVPQ<br><br>[lo 4b] ArtReach arguments for the arts value to education 3:52<br>**HTTPS://WWW.YOUTUBE.COM/WATCH?V=CSKBULCX_SW**<br><br>[lo 1&2] Rea**dings, 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. |

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|------|-------|----------------------------------------------------------------------|
| Week 3 (continued)<br><br>Putting Arts Education Assessment to work for Advocacy's sake | 5/21-25 | [lo 1, 2 & 3] AFTA (2017). *Making the Case* (scan as a resource (70 pp.) see week 4 .<br>[lo 4a&b] Sweeny, Robert interview with Olivia Gude (2014). Assessment and Next Generation Standards. *Art Education, 67*(1): 6-12.<br><br>Scan AFTA Navigator: *Making the Case* (advocacy pamphlet-see week 4).<br>　　　[lo 4b] The need for arts education advocacy, pp. 4-9.<br>　　　[lo 4a] The advocacy imperative, pp. 10-17.<br><br>Arts Education advocacy ESSA statement (2 pp). [5c]<br><br>Bobick, Bryna, & Dicindio, Carissa (2012). Advocacy for Art Education: Beyond Tee-Shirts and Bumper Stickers. *Art Education, 65*(2):20-23. [5b]<br><br>Gates, Leslie (2016). Embracing Subjective Assessment Practices in Art Education. *Art Education 70*(1), 23-28.<br><br>**Written Assignment**<br>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. |
| Why value ALL Arts education students in advocacy campaigns<br><br>Week 4 | May 29-June 1 | **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.<br><br>[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<br><br>[lo 5 B&C]Sanders (2017) interview with Erin Hoppe, Executive Director VSA Ohio 33 min.<br><br>[lo 5b] The Critiquing process | Art Education Andrea R. Ream 1:13 https://www.youtube.com/watch?v=MWmiP80fKo0&t=6s<br><br>**Readings, written responses and assignments** due by 11:59 pm June 3, 2018<br><br>[lo 6B] CLASS (1995) Map of Assessment Strategies.pdf (20 pp.)<br><br>[lo 4, 5 & 6] 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 (28 pp.). |

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|------|-------|------------------------------------------------------------------------|
| Week 4 (continued)<br><br>Why value ALL Arts education students in advocacy campaigns | 5/29-6/1 | |
| Releasing Assessment data and advocacy appeals to broader audiences<br><br>Week 5 | June 4-8 | **Videos to screen**:<br><br>[lo 5b&c]Sanders interview with Bill Behredit, Executive Director of Ohio Citizens for the Arts (part 2).<br><br>[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.<br>https://www.youtube.com/watch?v=CsKbULCx_sw<br><br>**Readings, Written Responses and Assignments** due by 11:59 pm June 10, 2018.<br><br>AFTA-Navigator-Making-the-case (see week 4 readings) review<br><br>[lo 1a] Chapman, Laura (2007). An Update on No Child Left Behind and National Trends in Education. *Arts Education Policy Review, 109*(1), 25-40.<br><br>[lo 1b] AFTA. (2017). Corporate Social Responsibility tool-kit. Washington, DC: Americans for the Arts [9 pp.]. |

| Week | Dates | [Learning OBJECTIVES (lo)] Topics, Readings, Assignments and Deadlines |
|---|---|---|
| Week 5 (continued) | 6/4-8 | [lo 5a] Chapman, Laura. (2005). Status of elementary art education: 1997-2004. *Studies in Art Education, 46*(2), 118-137.<br><br>[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<br><br>[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. |
| Recollecting Course Learning Outcomes<br><br>Week 6 | June 11-18 | **Videos to screen**<br>Class participants produce and post into the discussion board a video reflection on your experience of 7777 and how course content was applied to your teaching context (due June 16), and post a response to at least one peer by June 18 on the discussion board.<br><br>**Readings and writing** assignments due by June 18<br><br>[lo 5b] Anon (2017, March). Arts Education: Creating Student Success in School, Work and Life.<br><br>[lo 6b] *NAEP* (2008). *Arts Education Assessment Framework.* Washington, DC: U.S. National Assessment Governing Board [61 pp.].<br><br>[lo 1a&b] 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.<br><br>[lo 1a&b] ANON (2017). NAE-NEH legislative history. [1 p] Washington, DC: Americans for the Arts.<br><br>[lo 6b] 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. (Reading posted in week 1)<br>    [lo 5b&c] Benefits of Arts Education, pp. 02-13.<br>    [lo 1b] Decline of Arts Education, pp. 14-21.<br>    [lo 5a,b&c] Take Action, pp. 22-25.<br>    [lo 5a,b&c] Sources for Facts and Figures, p. 26. [6b]<br><br>[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. |

**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

Engebretsen, 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.

Foley, Cindy (2014) Teaching art or teaching to think like an artist? | Cindy Foley | TEDxColumbus Nov. 24, 2014. https://youtu.be/ZcFRfJb2ONk

Freedman, Kerry (2011). *Leadership in Art Education: Taking action in schools and communities.* (2 pp).

Gaches, Sonya and Hill, Dana (2017). Power and assessment: A genealogical analysis of the CLASS. *Journal of Curriculum and Pedagogy,14*(2): 125-142.

Gates, Leslie (2017) Embracing Subjective Assessment Practices: Recommendations for Art Educators, Art Education, 70(1), 23-28.

Goldfarb,Roz (1979). The art and politics of arts advocacy. *At Education, 32*(5), 22-23.

Irwin, Rita (1993). The Four Principles of Art Advocacy: Public Awareness, Professional Development, Policy-Making, and Patronage. *Art Education, 46*(1), 71-77.

La Saga, Lisa 4:52 https://www.youtube.com/watch?v=DAm9kEfR8GM
The Importance of Art Education

Mittler, Gene A. & Stinespring, John A. (1991) Intellect, emotion and art education Advocacy. *Design for Arts in Education, 92*(6),13-19. http://proxy.lib.ohio-state.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9109302598&site=ehost-live.

NeekooMarie Why Art Education is important.1:07
https://www.youtube.com/watch?v=98_xT1bzMRk&t=7s

Hey Bill Nye, 'Is Art as Important as Science'? #TuesdaysWithBill
Big Think 2:18 min. -- https://www.youtube.com/watch?v=eF8IYUk_tx8

Siegesmund, Richard (1998). Why do we teach art today? Conceptions of art education and their justification. *Studies in Art Education, 39*(3), 197-214.

Tyson, N. DG. The Importance of Art Education |
https://www.youtube.com/watch?v=6em5Mcqo0gk

WINNER, E. & HETLAND, L. (2008). Art for our sake school arts classes matter more than ever-but not for the reasons you think. *Arts Education Policy Review,109*(5),29-32. http://dx.doi.org/10.3200/AEPR.109.5.29-32
3:45

The Critiquing process | Art Education Andrea R. Ream
https://www.youtube.com/watch?v=MWmiP80fKo0

Visual Arts Education & Innovation

ArtReach 4 min. arguments for the arts value to education: 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

### Recommended and Optional Readings

Eisner, E. *Ten Lessons the Arts Teach.*

President's Committee on the Arts and Humanities. *Reinvesting in Arts Education.*

Winner, E. & Hetland, L. *Art for Our Sake.*

Arts Education Partnership. *ArtsEdSearch.org*

# Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** AAEP 7777 Research to Advocacy
**Instructor:** Jim Sanders
**Summary:** Distance Learning Course (DL)

| Standard - Course Technology | Yes | Yes with Revisions | No | Feedback/ Recomm. |
|---|---|---|---|---|
| 6.1 The tools used in the course support the learning objectives and competencies. | ✔ | | | This course will be delivered online asynchronously. All tools used in the course support the overall learning objectives and course competencies.<br>• Carmen<br>• MS Office 365<br>• YouTube<br>• Carmen Connect |
| 6.2 Course tools promote learner engagement and active learning. | ✔ | | | The tools used in this course; weekly readings, discussion posts, response to peer discussion posts, mapping and alignment of assessment assignments, writing assignments, and creation of a final packet of collateral materials promote learner engagement and active learning. |
| 6.3 Technologies required in the course are readily obtainable. | ✔ | | | All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser. |
| 6.4 The course technologies are current. | ✔ | | | All technologies being used for this course are current. |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | ✔ | | | A link to the privacy policy for YouTube is included in the "Other Course Policies" section of the syllabus. |
| **Standard - Learner Support** | | | | |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. | ✔ | | | A link has been provided in the "Course technology" section of the syllabus for the technical support offered for Carmen, Carmen Connect and MS Office 365. |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services. | ✔ | | | a |
| 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them. | ✔ | | | b |

| | | | | |
|---|---|---|---|---|
| 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them. | ✔ | | | c |
| **Standard – Accessibility and Usability** | | | | |
| 8.1 Course navigation facilitates ease of use. | ✔ | | | Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.2 Information is provided about the accessibility of all technologies required in the course. | ✔ | | | A link has been provided to the accessibility information for YouTube in the "Accessibility" section of the syllabus. |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | ✔ | | | Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners. |
| 8.4 The course design facilitates readability | ✔ | | | Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.5 Course multimedia facilitate ease of use. | ✔ | | | All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser. |

**Reviewer Information**
- Date reviewed: 12/12/2017
- Reviewed by: Mike Kaylor


**Notes:**
- The tool being used to facilitate online office hours and how to connect should be explicitly listed with the office hours information on the first page of the syllabus.
- Under the "Required" materials section of the syllabus, the information is listed for the articles and other required readings for the course. However, there is no information listed on where the students actually find these materials. Will links to the readings etcetera be provided within the Carmen course shell? (e.g. 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.) How would the students know where to find this article?

- On page 10 of the syllabus, you list "Carmen (Canvas) accessibility at the bottom of the page. Please remove the word Canvas.
- On page 11 of the syllabus, in the assignments section for May 14 – May 18 YouTube has been misspelled in the first link.

[a]The following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
http://advising.osu.edu/welcome.shtml

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu. Also, consider including this link in the "Other Course Policies" section of the syllabus.