'Course Title: 
Shaping Policies and Practices in Arts Education
Semester and Year: Summer 2003

Course Instructors Names:
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Catalog Description:
This course is designed to provide students with the arts leadership skills necessary to
effect and sustain changes in current educational settings toward a greater emphasis on
improving the quality of arts education. Students will explore major concepts related to
shaping policies and practices in arts education, while examining current educational
systems with an eye toward systemic change. Connections will be made to the importance
of sustaining and developing curriculum, sustaining arts advocacy projects and programs
and transforming educational systems to embrace learning with, about, in and through the
arts.

Required Texts/Materials for the Course:
 Getty Center for Education in the Arts.


Getty Center for Education in the Arts.

learning in mufti-cultural and multi-lingual settings. Addison-Wesley Publishing.


**Arts** Education Partnership Publications: CCSO, Washington, DC.

- Critical Links: Learning in the Arts and Student Academic and Social Development (2002)

- Champions of Change: The Impact of the Arts on Learning (1999)

- Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education (1999)


- Learning Partnerships: Improving Learning in Schools with Arts Partners in the Community (1999)

- Strengthening State-Level Arts Education Partnerships (2000)

Young Children and the Arts: Making Creative Connections (1998)
Essential Questions:
1. What is praxis based arts leadership and why is it effective?
2. How does one shape policies and practices in arts education to effect change?
3. In what ways can you begin to effect change in your own educational setting?

Major Topics Covered by the Course:
- Shaping an environment where the arts are an integral part of the learning experience
- Review of research and successful programs in arts education
- Strategies for shaping policies and practices in arts education

Performance-based Objectives (What is it that students will know or be able to do as a result of taking this course?)
1. The students will be able to discuss current policies and practices in arts education.
2. The students will be able to define praxis based arts leadership and articulate its importance if educational change is to occur.
3. The students will be able to examine a variety of policies and practices in arts education and recommend a plan of action for a specific educational reform within their school or system concerning arts education.

Relationship of Course to the Conceptual Framework:

| COLLABORATION: Students will work collaboratively on a number of projects and study the importance of collaboration in any systemic change. |
| HOLISTIC: Students will practice creating a holistic approach to the change they wish to see in their educational settings. |
| EXPERIENCE: Students will gain experience with a variety of arts policies and practices and have the opportunity to create an action plan for change. |
| COMMITMENT: Students will demonstrate commitment to educational change through Shaping new policies and practices in arts education. |
| KNOWLEDGE: Students will gain knowledge of effective policies and practices in arts education. |

Content of Course Which Addresses Technological Competence:
Students will be required to demonstrate their technical competence in their presentation on a current policy and/or practice in arts education. Additional opportunities for WEBCT and other uses of technology will be expected of students throughout the course.
Content of Course Which Addresses Diversity Issues:
Students will explore and study the impact of arts and learning in multi-cultural and multi-lingual settings.

Content of Course Which Addresses Special Needs Issues:
Students will explore the benefits of an arts rich environment for special needs children through an investigation of the policies and practices of Very Special Arts NH.

Performance-based Assessment/Activities for the Course (How can we make sure that the Performance-based Objectives from above have been accomplished?):
Performance-based Assessment/Activity #1: Using available technology, students will prepare a presentation on a current policy and/or practice in arts education that has proven particularly effective in a community. (Performance-based Objective #1)

Performance-based Assessment/Activity #2: Plan an hour-long staff development workshop on praxis based arts leadership and its importance in educational reform. Include all materials, handouts and references. (Performance-based Objective #2)

Performance-based Assessment/Activity #3: Create an "Action Plan" for shaping policies and practices in arts education in your own educational environment. Be sure to include relevant research supporting your plan. (Performance-based Objective #3)

Evaluation:

25% Class attendance and participation in discussions and class activities

25% Presentation on current arts education policies and practices

25% Staff Development Workshop Project