

Seattle University – MFA in Arts Leadership
Example Course Syllabus
ARTL 592 – ARTS EDUCATION PROGRAM MANAGEMENT

COURSE SYLLABUS

COURSE DESCRIPTION:

This course addresses the elements necessary for creating, managing and sustaining quality arts education programs that effectively advance an organization’s mission and meet demonstrated community needs.

COURSE OBJECTIVES:

This course is designed to provide students with the knowledge and skills to:

- Articulate a rationale for arts education informed by current practice and research;
- Identify local as well as national art education resources and the factors that affect arts education;
- Examine best practices and standards in arts education programs and partnerships;
- Evaluate arts education program designs;
- Draft a program budget;
- Research and write an education grant;
- Gain management tools to effectively lead an education staff;
- Investigate Educator Resource Guides;
- Observe Education Board Committees and Teacher Advisory Committees;
- Create an arts education program that provides quality arts education, meets demonstrated community needs and effectively advances an organization’s mission.

Learning Outcomes:

By examining current research and trends in arts education, as well as national and local resources, students will gain both a theoretical and practical grounding in best practices for educational programming in arts organizations. Primary focus will be on serving children (K-12) through schools, with families and individually. Information will also be included on arts education programs for adults. This course will directly link to the following MFA outcomes:

- Demonstrate leadership in complex organizational environments including the dynamics of working with boards, organizational structure and staffing, and working with artists and other constituencies
- Develop a professional perspective on the international environment for the arts and the impact of the global economy
- Demonstrate application of research methodologies to the field including the ability to conceptualize, analyze, synthesize, and evaluate data

REQUIRED TEXT:

- Catterall, James S. (2009). *Doing Well and Doing Good by Doing Art: The Effects of Education in the Visual and Performing Arts on the Achievements and Values of Young Adults* [Paperback] *Imagination Group/i-Group Books*

TEACHING METHODS: A variety of teaching methods will be used including instructor lectures and class discussions, small group work, guest speakers (Education Director from The Frye Art Museum, Pacific Northwest Ballet, and Education Committee Trustee) and student presentations.

Note: Based on the needs of the class the topics and assignments are subject to change.

TOPICAL COURSE OUTLINE:

- Session 1: Introduction and Course Overview
- Session 2: Budgets
- Session 3: Teaching Artist & Lesson Plans
- Session 4: Youth Program Quality
- Session 5: Arts in School
- Session 6: Art Museum Perspective & Educator Resource Guides
- Session 7: Managing staff and Marketing Program
- Session 8: Grant writing and Elevator Speech
- Session 9: Arts for Social Justice & Field Organizations
- Session 10: Presentations and Reflections

COURSE REQUIREMENTS**1. Readings:**

Listed under **CLASS SESSIONS: TOPICS & READINGS/ASSIGNMENTS.**

Some handouts may also be distributed at class sessions.

2. Class Participation and Attendance:

Class attendance and participation are crucial to a successful class. Students are expected to prepare for class in advance, reflect on the assigned readings, and participate fully in class sessions, group discussions and activities. All students will be asked to think about and discuss their prior experience and analysis of readings. Successful classroom participation includes the following components:

- Demonstration of adequate preparation for classes
- Demonstration of a clear understanding of assigned readings and topics
- Sharing knowledge and opinions with others during class discussions, thus contributing to the group learning experience
- Active listening
- Demonstration of respect for others' opinions
- Civility in expressing disagreement with other class members
- Adhering to any covenants established by the class

Attendance is required and students are expected to arrive on time. Students are expected to notify the instructor directly of a pending absence or late arrival prior to the class session. Absence from all or part of a class session will lower the participation grade. Students who miss all or part of a class session will be expected to complete additional assignments arranged with the instructor or will receive a maximum grade of "C" in the course. It is the student's responsibility to make arrangements to obtain any handouts, information and receive any make-up work to compensate for the learning experiences missed.

3. Research Project: Due January 31

Research education programs at an arts organization

Research educational programming at a local, regional or national arts organization. Provide the information in a written research summary.

Students will also share information in class as part of a group discussion.

Written research summary:

Students will turn in a 3-6 page summary of their research

Process:

In order to complete the research project, students will research the organization's website gather marketing materials, check field resources and interview the person who oversees the organization's education programming. (The person's title might be education director, manager, coordinator, curator, etc.) From these experiences, they will describe the organization's efforts in educational programming.

Grading:

Grading of research project paper will be based on completeness and clarity of your statements and depth of your reflection (personal insights and experiences are shared in relation to the topic). Correct English usage is expected.

4. Field Observation Project: Due February 14

Students are required to observe one of the following: An arts education class; Education Committee Board Meeting or a Teacher Advisory Committee Meeting, Instructor will provide some observation options if needed. Students are to email a paper (1-2 pages, single spaced 12 pt. font) to the instructor reflecting upon their observation experience. Use your own format.

Students will also share information in class as part of a group discussion

Written Paper:

Students will turn in a 1-2 page summary of their field observation

Grading:

Grading of Observation paper will be based on completeness and clarity of your statements and depth of your reflection (personal insights and experiences are shared in relation to the topic). Correct English usage is expected.

5. Final Project: Due March 14

Final Project : Proposal for a new education program

Create and present a proposal for a new arts education program. Identify an existing need and design an arts education program that will help to address that need. Provide the information in a written paper and a class presentation.

Written paper:

Students will submit a 5-8 page written paper of their program proposal (Refer to Final Project document, provided separately). In addition to the paper, students will include a draft budget for the proposed program detailing projected income and expenses and program marketing proposals.

Presentation:

Students will make a 15 minute class presentation summarizing their written program proposal. Students are encouraged to use visuals (including PowerPoint), multi-media and/or handouts to make their presentation as engaging and interesting as possible.

Grading:

Grading of the final project will be split 50/50 between written and oral presentation.

GRADING CRITERIA:

Final letter grades will be determined by totaling the points received on each of the assignments according to these weightings:

Participation and attendance	30
Research Project	20
Observation Project	20
Final Project	30
Total	100 points

GRADING SCALE

A = 95-100
A- = 92-94
B+ = 88-91
B = 83-87
B- = 80-82
C+ = 79-78
C = 73-77
C- = 70-72.

Seattle University's Grading Standards:

Superior Performance

Good Performance

Substandard Performance

Assignments are due on the date indicated, even in the event of an absence from the class when they are due.

CLASS SESSIONS: TOPICS & READINGS/ASSIGNMENTS

SESSION 1 – Thursday, January 10

• Introduction & Course Overview

- Arts Education: Theory & Practice
 - What is it and why do it? (definition, rationale, standards, research)
- Reflections from an Education Director
- Examination of an arts program
- Discussion of criteria for choosing an arts organization for research project and observation

SESSION 2 –Thursday, January 17

Budgets & Organization Research

- Budget templates
- Presenting budgets
- Share organization research

Guest: Pat Schroeder, Seattle Children’s Theatre

Required Readings: (IN PREPARATION FOR SESSION 2):

The Emergence of Teaching Artists by Eric Booth, May 2003

<http://www.arttimesjournal.com/speakout/may03speakout.htm>

SESSION 3 – Thursday, January 24

Teaching Artists & Lesson Plans

- Teaching Artists: training and roles/responsibilities
- Lesson Plan templates
- Arts integration
- Assessing program and student learning

Guest: Ann Marie Caldwell, Teaching Artist

Required Readings: (IN PREPARATION FOR SESSION 3):

Chapter One: Doing Well and Doing Good by Doing Art by James S. Catterall

Assignments: Research Project paper due January 31

SESSION 4 – Thursday, January 31

Youth Program Quality

- Assessing Program Quality
- Assessment tools
- Research

- Setting goals

Guest Speaker : April Miller, Youth Program Quality

Required Readings: (IN PREPARATION FOR SESSION 4):

Chapter Two: Doing Well and Doing Good by Doing Art by James S. Catterall

- Ellen Rosewall and the Wisconsin Arts Management Educational Partnership. (2006). *Arts education and community outreach*.
- Rand Corporation. (2004). *Gifts of the muse: Reframing the debate about the benefits of the arts* [summary, pages xi-xviii]. Retrieve from:
http://www.rand.org/pubs/monographs/2005/RAND_MG218.pdf
- Rand Corporation. (2008). *Revitalizing arts education through community-wide coordination* [chapter 2]. Retrieve from:
http://www.rand.org/pubs/monographs/2008/RAND_MG702.pdf
- Arts Education Partnership and President's Committee on the Arts and the Humanities. (1999). *Champions of change: The impact of the arts on learning*, [Executive Summary, pages viii-xii]. Retrieve from:
<http://www.aep-arts.org/files/publications/ChampsReport.pdf>

Assignments: Research Project paper due

SESSION 5 – Thursday, February 7

- Training Classroom Teachers
- Collaboration with School Districts
- Department of Education Grants

Guest: Beverly Harding Buehler, Arts Impact

Assignment: Field Observation Project due February 14

SESSION 6 – Thursday, February 14

Managing education staff and Marketing Education Programs

- Interview questions
- Training staff
- Finding your leadership style
- Different types of Education marketing materials

Assignments: Field Observation Project Due

Required Readings: (IN PREPARATION FOR SESSION 6):

Chapter three & four: Doing Well and Doing Good by Doing Art by James S. Catterall

- *When the Gallery is a Classroom*, New York Times, 3.19.09
http://www.nytimes.com/2009/03/19/arts/artsspecial/19KIDS.html?_r=1&scp=1&sq=when%20the%20gallery%20is%20a%20classroom&st=cse
- *Museums Take Their Lessons to the Schools*, New York Times, 4.21.10
<http://www.nytimes.com/2010/04/22/us/22fieldtrips.html?scp=1&sq=museums%20take%20their%20lessons%20to%20the%20schools&st=cse>

SESSION 7– Thursday, February 21

The Art Museum Prospective and Educator Research Guides

- Museum as a classroom
- Docents
- What information do educators need

Guest Speaker: Jill Hardy, Coordinator of Youth, Student, and Teacher Programs

Required Readings: (IN PREPARATION FOR SESSION 7):

Chapter five: Doing Well and Doing Good by Doing Art by James S. Catterall

- Kennedy Center. (2005). *Arts Education Leadership Kit* [“The Systems and Sectors Guides,” pages 34-49]. Retrieve from
<http://www.kennedy-center.org/education/kcaen/resources/AAELeadKitFinal.pdf>

- Read an Arts Educator Resource Guide

SESSION 8 – Thursday February 28

Grant Writing and Creating Your Elevator Speech

- Education departments role in the grant process
- Preparing to be interviewed by the press

Guest Lauren Appel, Hilltop Artists

Required Readings: (IN PREPARATION FOR SESSION 8):

Chapter six: Doing Well and Doing Good by Doing Art by James S. Catterall

SESSION 9 – Thursday, March 7

Arts for Social Justice & Choosing Field Organizations

- Arts for Social Justice in the community
- Setting goals and priorities for working with boards and committees
- Choosing field organizations to work with

Guest: Catherine Hinrich, Seattle University

SESSION 10 – Thursday, March 14
Putting It All Together

- Class Presentations
- Reflections

Final Project Presentation

Assignment: Final Project due March 14

Note: Based on the needs of the class the topics, speakers and assignments are subject to change.