



CAILFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, November 4, 2003
VU220, 3:10 to 5:00pm

- I. Minutes: Approval of minutes for the October 14, 2003 Executive Committee meeting: (pp. 2-3).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representatives:
 - G. Other: Dalton Kitamura: report on capital outlay implementation process.
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Academic Senate committee vacancies for 2003-2004: (p. 4).
 - B. Universitywide committee vacancies for 2003-2004: (p. 4).
 - C. Approval of Tim Kearns (Computer Science Department) as external reviewer for Math Department program review.
 - D. Resolution on Endorsement of Central Coast Center for Arts Education: Duffy/Opava, (pp. 5-36).
 - E. [CLOSED SESSION] Executive Committee members only: (materials to be distributed).
- VI. Discussion Item(s):
- VII. Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF
The Academic Senate Executive Committee
Tuesday, October 14, 2003
00220, 3:00-5:00 p.m.

Preparatory: The meeting was opened at 3:10 p.m.

- I. Minutes: The minutes for the Executive Committee meeting of September 23, 2003 were approved.
- II. Communication(s) and Announcement(s): None.
- III. Reports:
 - A. Academic Senate Chair: None.
 - B. President's Office: (Howard-Greene) The Governor vetoed the Golden Handshake Bill but signed the Bill allowing employees to purchase service credit time prior to retirement. (Dalton) This year enrollment is about 150 students less than last year but with some admission reductions for winter quarter, Cal Poly will stay within 1% of its enrollment target.
 - C. Provost Office: None.
 - D. Statewide Senators: (Hood)
 - E. CPA Campus President: (Foroohar) The Golden Handshake Bill was vetoed by the Governor but is not completely dead since the original Bill will be the main item of discussion at the next bargaining session on October 27. At a Deans' Council meeting held Monday, October 13, the issue of cooperation to minimize the effect of budget reductions on our campus was discussed and it was said that layoff were not an issue since the University is currently hiring new faculty. That same afternoon, Mike Suess announced that there had been a layoff in the College of Agriculture due to budgetary reasons without discussions with CPA and in complete secrecy. Provost Zingg responded that the University is under a directive from the Chancellor's Office that any campus discussions about possible layoffs are prohibited until it goes to the Chancellor's Office. The process is as follows: Any communications considering a layoff first goes to the Chancellor's Office, then to the CFA systemwide office, and only then can the layoff be discussed on campus.
 - F. ASI Representative: (Cowan) ASI hopes to have representatives to all Academic Senate Committees in the near future. Week of Welcome was a great success. ASI organized a voters registration drive in which they register 200 new voters. ASI representatives met with Hiram Davis, Library Dean, and his staff to discuss the increase of library hours. (Mednick) The student body and ASI strongly support and foster sustainable construction methods for Student Housing North.
 - G. Other: None.
- IV. Consent Agenda: None.
- V. Business Items:
 - A. Academic Senate and committee vacancies for 2003-2004: The following appointments were made:
COLLEGE OF AGRICULTURE
Faculty Dispute Review Committee
Dave Headrick, Horticulture & Crop Science

COLLEGE OF BUSINESS

Instruction Committee

Lee Burgunder, Accounting Area

COLLEGE OF ENGINEERING

US Cultural Pluralism Subcommittee

Hasmik: Gharibyan, Computer Science

COLLEGE OF LIBERAL ARTS

Fairness Board

Thomas Trice, History

COLLEGE OF SCIENCE AND MATHEMATICS/UCTE

Library Committee

Ulric Lund, Statistics

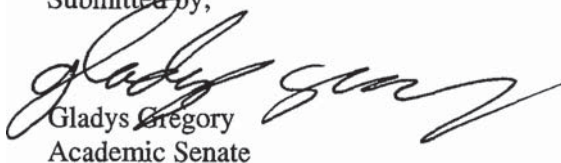
The chair recommended suspending the rules of membership for the Academic Senate Faculty Awards Committee and allowing Rob Pena a non-winner to serve in that committee as a CAED representative since that college doesn't have any eligible faculty and there is a vacancy on the committee. MISIP to suspend the membership rules for the 2003-2004 academic year. MISIP to appoint Rob Pena to the Faculty Award Committee for the 2003-2004 term.

- B. Universitywide committee vacancies for 2003-2004: George Lewis was appointed to the Cal Poly Plan Steering Committee for the 2003-2004 term.
- C. Approval of faculty members to GE committee vacancies: The following faculty members were recommended to GE Committee and Area Committee:
Margaret (Peggy) Rice and Dan Villegas to GE Committee
David Gillette, Mary (Sam) Rigler and Elena Levine to Area *BIF* Committee
Neal MacDougall and John Thompson to Area *A/C* Committee
- D. Approval of Proposed Interim Action to Implement Resolution AS-602-031RP&D: Sullivan, Chair of the Academic Senate Research and Professional Development Committee. This plan charges the Academic Senate Research and Professional Development committee to secure funding, administer the new award according to guidelines, and later bring to the Senate a resolution to establish a new standing committee to permanently administer the award. MISIP to approve the proposed interim action plan.
- E. Editorial Revision to Resolution on LEED Certification for Student Housing North: Will be presented at the next Academic Senate meeting as a second reading item.
- F. Request for Academic Senate review of the Proposal for the Establishment of a Central Coast Center for Arts Education: Lewis, after some debate the committee decided to postpone further discussion of the request until the next Executive Committee meeting when a resolution is available for approval.

VI. Discussion Item (s): None.

VII. Adjournment: meeting was adjourned at 5 p.m.

Submitted by,



Gladys Gregory
Academic Senate

Recap of Academic Senate Committee Vacancies for 2003-2005 and University Wide Committee Vacancies for 2003-2004

COLLEGE OF BUSINESS

Department

Research and Professional Development Committee

COLLEGE OF SCIENCE AND MATHEMATICS/UCTE

Department

Fairness Board

Student Grievance Board

UNIVERSITY-WIDE COMMITTEES Vacancies for 2003-2004

Department

Campus Fee Advisory Committee

(1 Representative/1 Vacancy - Academic Senate Chair or Designee)

Chin, Elaine

UCTE

Campus Safety and Risk Management Committee

(2 Representatives/1 Vacancy)

Macro, Ken

Graphic Comm

Council on University Citizenship

(5 Representatives/2 Vacancies)

Replacements for Jay Devore and Camille O'Bryant

Niku, Saeed

Vanasupa, Linda

MechEngr

Mats Engr

Deans Admissions Advisory Committee

(2 Representatives/1 Vacancy must be from the Budget and Long Range Planning Committee)

Student Health Advisory Committee

(1 Representative/1 Vacancy)

Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
- San Luis Obispo, CA

AS-__-03/

RESOLUTION ON
ENDORSEMENT OF CENTRAL COAST
CENTER FOR ARTS EDUCATION

- 1 WHEREAS, Federal legislation under *No Child Left Behind* mandates that teachers be "highly
2 qualified" to teach in public schools receiving Title I funding; and
3
- 4 WHEREAS, In order to meet the "highly qualified" specifications California now requires all teaching
5 credential candidates and teachers who have received their credential within the last two
6 years to take the California Subject Examination for Teachers (CSET) which tests
7 competency and knowledge of all art disciplines; and
8
- 9 WHEREAS, The California state legislature approved subject matter standards for the Visual and
10 Performing Arts in June 2002, that all multi-subject teachers must now address in their
11 curriculum; and
12
- 13 WHEREAS, Teachers and credential track teachers on the central coast have had very limited
14 coursework in all art disciplines as they apply to teaching in California's public schools
15 and now face remediation, retraining, and, for many, first time professional development
16 in the arts; and
17
- 18 WHEREAS, The need for such a center is acknowledged and supported by the State Superintendent of
19 Public Instruction; and
20
- 21 WHEREAS, The proposed center as outlined meets all of the requirements for the establishment of
22 centers on this campus and has received approval at the appropriate levels necessary
23 before being submitted to the Academic Senate; and
24
- 25 WHEREAS, Campus approvals for creation of the center have been secured from the College of Liberal
26 Arts, the Deans' Council, The Office of Research and Graduate Programs, and the
27 University Center for Teacher Education; therefore, be it
28
- 29 RESOLVED: That the Academic Senate of Cal Poly endorse the attached proposal to create the Central
30 Coast Center for Arts Education to meet this need on campus and in the county; and, be it
31 further
32
- 33 RESOLVED: That the Academic Senate of Cal Poly encourage President Baker and Provost Zingg to
34 approve the formation of a Central Coast Center for Arts Education.

Proposed by: Susan Duffy, Liberal Studies
Date: October 23, 2003

September 24, 2002

TO: Warren J. Baker, President
Paul J. Zingg, Provost and Vice President for Academic Affairs
Susan Opava, Dean for Research and Graduate Programs

FR: Bonnie Konopak, Dean
University Center for Teacher Education

RE: Proposal to Establish a Center for Arts Education

I am writing in strong support of Professor Susan Duffy's proposal to establish a Center for Arts Education at Cal Poly State University. Cal Poly has an outstanding reputation as an undergraduate polytechnic university, with emphasis on such programs as engineering, architecture, and agriculture. Importantly, it also has begun to critically focus on the fine arts and related humanities, both in terms of a liberal education for all students as well as primary emphasis areas for majors. As Dean of the University Center for Teacher Education, I am very interested in promoting the arts, particularly as an interdisciplinary component of our professional education programs, and believe that Dr. Duffy's proposal will provide the content and structure for this new emphasis.

The mission, goals, and proposed activities of the Center focus on the needs of both new and experienced educators. In particular, the Center proposes to foster the professional growth of teacher in arts education and, by extension, their students; to enhance arts curriculum in schools; to develop a research program to study the processes and impact of the arts; to develop relationships with schools, government, and other interested agencies to support these efforts; and to work with different community groups on the importance of the arts. These goals also support the mission and vision of our professional education programs: valuing and promoting the learning and success of all students, particularly through interdisciplinary approaches and partnerships with interested constituents. In addition, while we do not currently have programs leading to teaching credentials in the arts, I am hoping that the presence and efforts of this Center eventually will lead to their establishment.

Dr. Duffy and her colleagues already have a fine reputation and track record in arts education at Cal Poly and in the community. The development of this Center will formalize their efforts, which will positively benefit the campus and the schools with which they work. I have supported, and will continue to support, the work in arts education at Cal Poly and encourage you to review this proposal favorably. Thank you for your attention.

Documents submitted with Resolution re: Central Coast Center for Arts Education

Resolution	pg. 1
Answers to Question in Center Preparation Guidelines	p. 2-6
Bylaws	p. 7-12
Budget (Being reviewed by Ad hoc Committee for revision) Will come forward when committee submits its report.	P.13
Letter of support And fiscal commitment H. Hellenbrand	p. 14- 15
Grants Secured, Pending, & being Prepared	p. 16
Letters from S. Duffy to H. Hellenbrand 2002-2003 re: seeking approval of Deans Council	pp.17-19
Letter of Support from Jack O'Connell, State Superintendent of Education Re: support for grant to fund Center for Arts Ed.	p.20-21
Articles in Local Press Regarding Arts Educ. Initiative	pp. 22 - 29

Central Coast Center for Arts Education (CCCAE)
Answers to Questions Posed in Guidelines for the Establishment of Centers and
Institutes

Prepared by Susan Duffy, Liberal Studies

1. What will the proposed unit do?

The mission of the CCCAE is to provide professional development for teachers and other educators in comprehensive arts education and to initiate and promote innovative practices through collaborative interdisciplinary research and education.

The goals of the CCCAE are:

1. To develop an innovative interdisciplinary research program in support of the CCCAE mission
2. To provide the infrastructure required to meet the CCCAE mission
3. To provide opportunities for the professional development of faculty through basic and applied research and development activities
4. To provide a clearing house for information of interest to practitioners and to conduct workshops, conferences and outreach programs for the continuing education of professional educators
5. To foster the professional growth and development of its members
6. To enhance the curriculum by supplementing academic learning for undergraduate, graduate and career professionals interested in teaching K-12
7. To develop opportunities for students to practice their academic disciplines and receive supplemental training in all art forms
8. To create an active learning environment for our students and faculty,
9. To provide supplementary educational support by acquiring gifts, general purpose grants and equipment donations that enhance the viability of the CCCAE
10. To develop partnerships, relationships and opportunities with industry, government and community organizations, and other educational institutions involved with arts education.
11. To communicate with the educational community and general public the importance of art education to children.

The proposed Center will have one primary function: To provide supplemental professional development opportunities in the arts for students interested in careers in teaching both in their undergraduate and credential track programs, as well as professional development opportunities for San Luis Obispo County teachers and school administrators interested in expanding and extending their expertise in arts education in area schools. This will be done through offering intensive professional development programs that address visual arts, music, dance and theatre. All programs will stress the importance of individuals using the California Visual and Performing Arts Content Standards in teaching K-16. The participants in Center activities will be primarily from off-campus; specifically teachers from San Luis Obispo, Santa Barbara, Monterey and Kern Counties. The Center's primary function is to provide supplemental professional development instruction to elementary, and secondary school teachers.

Additionally, Cal Poly faculty associated with the Center will have ample opportunity to use its resources to conduct their own research projects in art education, early childhood education, teacher education and integrating the arts in CA public school curricula. We envision the Center bringing together university faculty, and public and private school administrators and teachers to examine the pedagogical and theoretical issues involved with arts education in California public schools.

2. Why is it needed?

The proposed Central Coast Center for Arts Education (CCCAE) allows us to fill a professional need that is not being sufficiently met: that is preparing teachers in the arts to enhance and extend the education of students in elementary and secondary classrooms. The project provides multiple professional development workshops in the arts for teachers on the Cal Poly campus, as well as at their school sites. Teachers will be offered opportunities to participate in countywide workshops. Our goal is to provide the means for them to become increasingly skilled in teaching the arts and using the arts to teach other subject matter. The need for more professional development locations on the central coast where teachers, artists, and art educators can come together for education and discussion in and of the arts is critical. Teachers on the Central-Coast cannot regularly participate in the professional development programs offered by The California Arts Project, (TCAP) one of the subject matter projects sponsored by the CA Dept. of Education because the far distances and the two-week time commitment away from family are prohibitive. There is a pressing need for a Center dedicated to arts education on the Central Coast, given that the closest California Arts Project sites (TCAP) are more than 300 miles to the south, north and east of us.

While we have been working to meet the need for professional development through projects supported by grants and other outside funding, a Center would allow us to establish Cal Poly as a leader in this educational area. Already we have established a fine reputation for the Arts Education Conference we host, as well as the professional development workshops offered by faculty associated with our project. A Center would allow us to formalize this service and also allow us to be **considered** for other funding opportunities available for such programs.

3. What is the relationship to the instructional program?

A Center would enhance opportunities for Cal Poly students interested in teaching, or enrolled in a teaching credential program to receive additional instruction in collaboration with teachers in professional development settings. Presently, there is no credential program in the arts to prepare teachers **due** to lack of resources. Liberal Studies prepares students for careers in education. Our program is recognized throughout the state as having the most requirements in science and math more than any other Liberal Studies program in the CSU. We require our students to take the least number of courses in the arts as part of their preparation to be teachers. Having a Center would provide more opportunities for

our students to participate in professional development opportunities that will provide them with education on how to teach the arts and use the arts in their classrooms. These opportunities will also be accorded the credential track students in the University Center for Teacher Education. Having our students work side-by-side with classroom teachers in settings where they are all learning how to approach the arts will be an invaluable asset to our educational program, to school districts where our student will be employed and to students in primary and secondary schools in the state.

4. Who are the Center's founding members and how does their expertise relate to its purpose?

Drs. Susan Duffy, Kathleen Friend, Harry Hellenbrand and Bonnie Konopak, will serve as the founding members. Drs. Hellenbrand and Konopak are the Deans of the College of Liberal Arts and the University Center for Teacher Education. Faculty from their respective colleges will be most involved in the Center's activities. Dr. Duffy chairs the Liberal Studies Department. Drs. Susan Duffy, and Kathleen Friend will lead the Center in its first years of operation. In the past three years they have received nearly one half million dollars in grants to oversee arts education programs in the county. These programs have been funded by the Institute for Educational Inquiry, the California Arts Council, and the Eisenhower Foundation and California Post-Secondary Education Commission. Their graduate degrees are in the arts (see attached vitae), and they have dedicated their careers to educating students in their respective arts forms of theatre and visual arts. Through their efforts art education in San Luis Obispo County schools has increased more than 100% in the last two years. They are recognized leaders in this area and remain active in arts education organizations at the state and national levels.

5. What effect will the Center have on the department?

The proposed Central Coast Center for Arts Education will have a salutary effect on the Liberal Studies department. It will formalize what is already on-going through individual projects, and allow the faculty to work with other departments under the aegis of a formalized Center that can offer workshops, institutes, and professional development opportunities to teachers, and university students. Having a Center for Arts Education will allow current research projects underway that are related to arts education and student achievement to benefit from opportunities to generate more funding for the department through grants, to increase the involvement of other faculty from Liberal Arts and UCTE in similar research efforts. A Center will offer new opportunities for research in using the arts with special needs and English Language Learners, and provide for professional exchange of ideas among university faculty, and public school teachers that results in reports and scholarly papers chronicling studies supported by the Center. A Center will bring together faculty for shared research endeavors. Finally, a Center provides increased opportunities for our students, both in their own professional and personal development. Benefiting from the model that has already been established by Duffy and Friend, Cal Poly students will be invited to

- . participate in professional development workshops to learn side-by-side with area teachers. We anticipate that the positive recognition that the Liberal Studies program has received, (and by extension, Cal Poly) for its work in art education will be increased dramatically with the development of a Center for Arts Education.
- 6. What is the organizational structure of the Center?
(See attached diagram in By-laws) Basically, the Center will work under a Director and Associate Director who will meet regularly with an advisory committee. The Director will be appointed by the Dean of Liberal Arts, in consultation with the Dean of UCTE, and will report to the Dean of Liberal Arts and provide copies of all reports to the Dean of Research and Graduate Studies as well. The Center will adhere to all university policies in place and respect the hierarchy of administrative responsibilities established at the university.
- 7. What facilities will be needed?
At this point we do not foresee the need for additional space or equipment. Our needs are being met within the Liberal Studies department. Eventually, we anticipate that we will need student assistants, and possibly office supplies. To date these needs have been met through grants and outside funding and we anticipate that they will continue to be met that way.
- 8. How will the unit be financed in the short term? Long term?
In the short term, we hope to apply for university "Start-up" funds. Dean Hellenbrand, of The College of Liberal Arts, has indicated that he would offer \$10,000 a year for three years, to be matched by University funds (with approval of the Dean's Council and appropriate administrative offices) of \$10,000 for three years. This would allow the Center to be formally established and begin offering programs and gain recognition in the surrounding area.
In the long term, we anticipate that grants, and other outside funding will be the primary financial support for the Center. Some revenue will be generated by fees for workshops. Establishing a Center will increase our ability to apply for large grants and these will be administered through the Foundation. We do not foresee that the Center will be a financial burden to the Liberal Studies department or the College of Liberal Arts. It will operate within the funding that it is able to secure independently. A history of prior funding for Arts Education activities is attached to this proposal.
- 9. What will happen if outside sources of funding are no longer available after the unit is formed?
The Center will increase or decrease its public service activities dependent on the funding available. Should outside funding be limited in a particular year, then the offerings of the Center will be limited. Increased grant revenues will allow the Center to offer increased professional development opportunities for teachers and university students. We believe that the establishment of a Center for Arts Education at Cal Poly will only enhance our ability to receive funding from state,

federal and private sources for the projects we envision

10. What constitutes membership in the unit?

There will be full membership (voting members) and associate membership (non-voting members) Full Membership will necessitate the individual being a Cal Poly faculty member or someone from outside the University who has "been approved by the faculty membership and the Deans of Liberal Arts and University Center for Teacher Education. We anticipate the full membership will include representatives from the College of Liberal Arts and the University Center for Teacher Education as well as a community representative from the San Luis Obispo County Office of Education and the arts **community**. Associate membership might include local artists interested in working with the schools, Liberal Studies students and UCTE students.

11. What is the Advisory Board? How is it selected?

The Advisory Board will be comprised of no more than ten individuals from academia, the teaching community in San Luis Obispo, professional artists and arts administrators. It will be selected as outlined in the by-laws. (see attached) Names will be presented in nomination for membership and then voted upon by simple majority of voting members.

12. How will the unit ensure that participating faculty receive credit for their contributions in the review for tenure, retention and promotion? "

While we recognize that individual departments assign greater or lesser weight to participation in professional development activities, every effort will be made to provide departments with a reports of the activities of individuals who participate in the Center who are standing for retention, tenure or promotion. This report will be copied to the deans of their respective schools each year of their participation on the Center Advisory Board.

Bylaws
The Central Coast Center for Art Education

Article 1. Name

The official name of the organization shall be "The Central Coast Center for Art Education" (CCCAE). The headquarters of the CCCAE is the Liberal Studies Department in the College of Liberal Arts, California Polytechnic State University, San Luis Obispo, CA 93407 .

Article 2. Mission and Goals

The mission of the CCCAE is to provide professional development in arts education for K-16 teachers and other educators in comprehensive arts education throughout the Central Coast and surrounding counties; and to initiate innovative practices through collaborative interdisciplinary research and education.

The goals of the CCCAE are:

1. To develop an innovative interdisciplinary research program in support of the CCCAE mission
2. To provide the infrastructure required to meet the CCCAE mission
3. To provide opportunities for the professional development of faculty through basic and applied research and development activities
4. To provide a clearing house for information of interest to practitioners and to conduct workshops, conferences and outreach programs for the continuing education of professional educators
5. To foster the professional growth and development of its members
6. To enhance the curriculum by supplementing academic learning for undergraduate, graduate and career professionals interested in teaching K-12
7. To develop opportunities for students to practice their academic disciplines and receive supplemental training in all art forms
8. To create an active learning environment for our students and faculty
9. To provide supplementary educational support by acquiring gifts, general purpose grants and equipment donations that enhance the viability of the CCCAE
10. To develop partnerships, relationships and opportunities with industry, government and community organizations, and other educational institutions involved with arts education.
11. To communicate, with the educational community and general public the importance of art education to children.

Article 3. Activities of the CCCAE Members

Center members are expected to participate in all professional activities of the Center. Because of the interdisciplinary emphasis embodied in the Center's goals, it is expected that members will engage in joint projects that facilitate interdisciplinary perspectives and cooperation. These projects will become part of the workshops offered to teachers throughout San Luis Obispo County.

1. *CCCAE Professional Development Workshops*

The Center shall sponsor periodic **workshops** that involve the membership, Liberal Studies Students, UCTE students, area teachers and art professionals. Topics for the workshops shall be decided by the Executive Committee and approved by the full membership. .

2. *Research and Project Grants*

The members of the CCCAE shall actively seek outside funding to support its activities. One or more members may initiate these efforts, either alone or with non-member collaborators, on behalf of the Center as a whole. It is expected that proposals be initiated in the CCCAE name and overhead funds will be returned to the Institute. Prior to submission, an executive summary of the proposal shall be submitted to the director for review. Whenever possible grants should include a 2.5% CCCAE fee. All grants will be submitted through the Cal Poly Grants Development Office.

3. *Solicitation of Additional External Support*

A major goal of the Center is to obtain outside funding to promote arts education. This shall include developing proposals for training in all art forms for undergraduate, UCTE credential track students, and teachers and professional artists working in the field.

4. *Publications*

The membership will be actively encouraged to publish the results of their research individually or collectively in appropriate refereed journals and present reports about their projects at appropriate conferences. Copies of all articles and conference papers will be held in the director's office. The director will submit an Annual Report of the CCCAE to the Vice President of Academic Affairs through the Dean of Research and Graduate Studies.

5. *Consultation*

The Center shall serve as an entity to advise and be consulted by the administration and the community on affairs related to Arts Education.

6. *Teaching*

The Center membership will be encouraged to inform their students of membership activities, workshops and opportunities from which they can benefit. They will also be encouraged to use the resources of the Center to enrich the courses that they teach.

7. *CCCAE Brochure and Web Page*

The Center will communicate its activities annually through the maintenance of a formal brochure and web page.

8. *Annual Retreat*

The full members of the CCCAE shall hold an annual retreat in June at an appropriate venue for the purpose of evaluating and planning CCCAE activities for the coming year, and for reviewing past year activities.

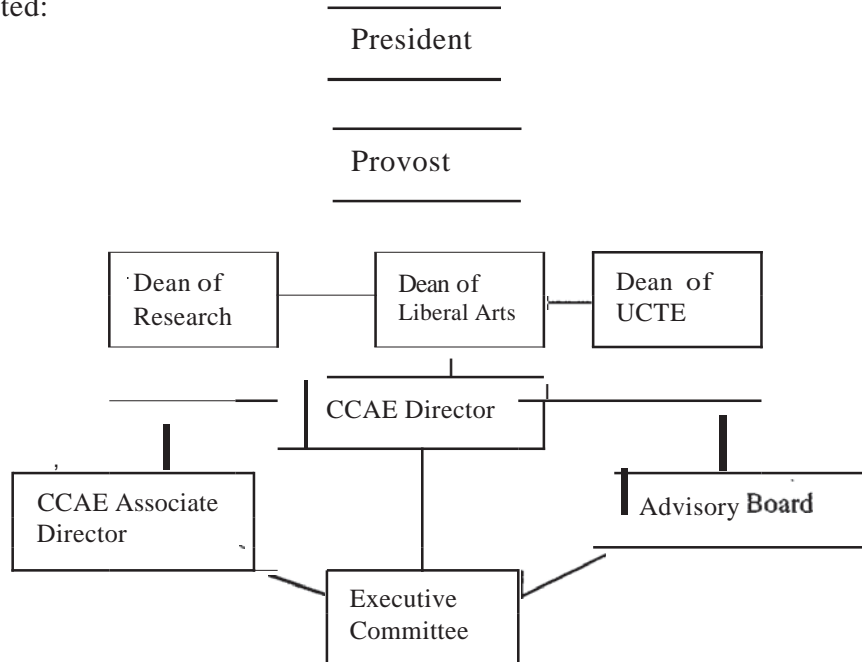
Article 4 Membership

Candidates for Full Membership in the CCCAE will be considered according to their individual abilities to contribute to the Center within the guidelines of its particular purposes and functions.

1. The existing Full members may nominate individuals who hold faculty positions at Cal Poly for Membership. In general, the guidelines for such nominations shall be as follows:
 - a. The nominee shall have a demonstrated and continuing interest in art education and/or the training of teachers
 - b. The nominee shall show evidence of a background and research interest strongly oriented toward the mission and goals of the CCCAE.
 - c. The nominee's previous research shall focus in areas of investigation that fall within the mission of the CCCAE
2. The nominee shall be recommended for membership in the CCCAE by a simple majority vote of the voting membership, the election to be conducted by closed ballot.
3. The Center encourages interdisciplinary participation, and to support this end, full members may nominate candidates for associate membership for the purpose of maintaining a creative/educational/productive relationship with the CCCAE. Such nominees shall become associate members of the Center by the same balloting procedure as is done for election of members. An associate member will be a non-voting member, but will otherwise be a full, participating member of the Institute. Associate members may be nominated for full membership at any time. Associate Members may be faculty or community members who have been nominated and approved by the full members.
4. All Members have access to all equipment, resources, staff and CCAE infrastructure and are eligible for internal CCCAE funding. Full members who are Principal Investigators or Co-PIs on grants administered by CCCAE shall have an individual professional development account. Full Members have the right to vote in all elections and on issues brought to the membership by the executive committee. (See Article 9.)
5. Full members who have not substantially contributed to the CCCAE goals or participated in CCAE activities for two consecutive years may be reclassified as Associate Members or lose membership by majority vote of the entire membership.

Article 5 Structure

The organization chart below summarizes the administrative hierarchy governing the Center. It is the intent of the Charter Membership that the internal governance of the Center be largely free of administrative hierarchy. However, it is recognized that some administrative structure is necessary, and for that reason the following shall be implemented:



1. The Dean of Liberal Arts in consultation with the Dean of UCTE shall appoint a Center Director
2. The Director shall appoint an Associate Director in consultation with the Executive committee and the Membership. The duties of the associate Director are outlined in Article 8
3. An Executive Committee shall be formed, consisting of three elected full members, the Director and the Associate Director.
4. An Advisory Board shall be established consisting of no more than ten individuals from academia, the teaching community in San Luis Obispo County, professional artists and arts administrators. The full Members of the CCCAE shall recommend a list of nominees for approval and appointment by the Dean of the College of Liberal Arts in consultation with the Dean of UCTE.
5. The Advisory Board and Membership will meet minimally once per quarter and more often as stipulated by the group.

Article 6. Elections.

All elections shall be performed by ballot and shall be decided by simple majority.

Article 7. Terms of Office

1. The Director shall be appointed for a renewable three-year term.
2. The Associate Director shall be appointed annually for a renewable two-year term
3. Members of the Executive Committee shall be elected for renewable two-year terms
4. The Advisory Board shall be appointed annually for renewable one-year terms

Article 8. Duties of the Director

1. The principal function of the Director shall be to provide leadership and such organization as shall be necessary to implement the mission and goals of the CCCAE. The duties of the Director shall be general and in keeping with the intent of the office expressed above.
 - A. The Director will be the official signatory of the CCCAE on all official documents, such as grant applications, and letters pertaining to the entire membership
 - B. The Director shall appoint ad-hoc Committees when needed
 - C. The Director shall procure funds for the CCCAE operations budget through proposal writing and fund-raising as appropriate.
 - D. The Director shall act as a liaison between the membership and the Cal Poly administration and any other outside agencies with which the CCCAE does business
 - E. The Director shall meet with and seek advice and direction from the Advisory Board

Article 9. Duties of the Associate Director

1. The principal function of the Associate Director shall be to oversee and coordinate the day to day-operations of the CCCAE organize professional development workshops and help oversee outreach programs.
2. The Associate Director will act as a liaison between the Center and County School Districts and Administrators.

Article 10 Duties of the Executive Committee

The Executive Committee shall meet monthly. The Director or Associate director may call additional meetings as necessary. The principal functions of the Executive Committee are the planning and implementation of the following activities:

- A. Discuss and recommend action on funding opportunities
- B. Provide recommendations to the Director for leadership action
- C. Discuss and recommend on issues of strategic planning
- D. Discuss and recommend on policy issues

- E. Recommend Ad Hoc Committees
- F. Review and vote on proposals as necessary
- G. Draft the Annual Retreat Agenda

Article 11 Finances and Budget

The CCCAE fiscal year shall be in accordance with that of Cal Poly State University. The Cal Poly Foundation, in accordance with sound accounting practices, shall keep the CCAE books and accounts.

When possible, all contracts shall include a CCCAE fee. These funds shall be deposited in the CCCAE operations account.

Article 12 Amendments

The Bylaws may be amended by a 2/3 vote of the membership, voting at any meeting of the CCCAE. Each member shall have at least one week advanced written notification of any proposed amendments.

Article 13 Dissolution of the CCCAE

In the event that the CCCAE is dissolved, its assets remaining after payment of, or provision for payment of, all debts and liabilities, shall be distributed to the College of Liberal Arts. Because the Center will operate primarily on grant funding, there is little chance that there will be outstanding debts since Sponsored Programs Office provides oversight of grant spending and does not permit budget overruns.

Budget

This page is blank due to the Senate executive committee asking for a revision in the budget at its last meeting. The budget revision is being reviewed by the Senate Ad Hoc Committee established to review the Center Proposal. This committee chaired by Dr. Susan Opava, and with committee members: Susan Currier, Roberta Herter, and Kimi Ikeda, will provide commentary on budget adequacy and appropriateness with its recommendations to the Academic Senate as a whole.



Date: October 21, '03

From: Harry Hellenbrand, CLA

Subject: Central Coast Center for Arts Education (CCCAE)

To: Provost Zingg; Academic Senate

I support the proposal for the Central Coast Center for Arts Education (CCCAE). As you know, Liberal Studies has been highly successful in securing external grants for supporting faculty development-in K12-in the arts, as well as for improving arts education in the schools. The proposed institute would permanent-ize this success; it would give it an institutional identity. Especially after NCLB and recent changes by CERC, it is important that we support local K12 teachers so that they can work proficiently in the arts.

We can support it with 10k in interdisciplinary Foundation-side funds, for each of three years.

Susan Duffy

From: Harold L. Hellenbrand
Sent: Friday, October 10, 2003 2:53 PM
To: George M. Lewis
Cc: .
Subject: Re: Fwd: Central Coast Center for Arts Ed.

virtually all centers that begin at cal poly begin with seed money. in this case, we've seeded it--or propose to--with foundation funds that are interdisciplinary programs; ie., not state money. we've committed -I forget, you've got the form2--to 2 or 3 yrs of 10k each. i don't see this as jeopardizing a cla program, especially since it is not state-funding; the donors approves of the project.

right now, liberal studies brings in a lot of outside grant funds; vide their track record. so, i don't see much, of a problem in them becoming self-sufficient in, on the outside, three years.

finally, it is probably a sad but undeniable fact that relying on only state funds to do our business in the future is a losing proposition: we've got to go after grants funds--and seed our efforts to do so. else we are dead; the state is useless, ,really.

last, the state--over the last decades and a half eviscerated arts education, at the same time that it raised the standards for what teachers must know. the arts ed effort--thru Is--has been the leader in pulling this trick off, and creating massive 'good ,will in the educators' community, since '99-00.

glewis@calpoly.edu wrote:

> Susan & Harry, Doug Keesey, Sue Elrod and I are an ad hoc committee
> reading the proposal for next Tuesday's Senate Executive Committee
> meeting. Although we have yet to write something up for the Ex Camm I
> thought that I should alert you to the concerns raised by Doug since
> they will probably appear in whatever is given to the Ex Comm. Best,
> George.

>
> Begin forwarded message:

>
» From: dkeesey@calpoly.edu
,» Date: Thu Oct 9, 2003 2:05:32 PM US/Pacific
» To: glewis@calpoly.edu
» Subject: Re: Central Coast Center for Arts Ed.

»
» George,

»
» I've attached my response. (I'm always happy to give feedback on such
» proposals.)

»
» Best,

Doug

>
» glewis@calpoly.edu wrote:

»

*Grants Secured or Pending to Support Professional Development
Outreach activities, and the Center Specifically*

Secured for 2003-04 \$212,036

CAC \$16,000 -- rollover to third year

 \$5000 - match from Lucia Mar Unified School District to continue project

CPEC \$150,000 - third & final year of funding have been told this is secure

Kellogg \$36,000'

Interdisciplinary Funds \$5036

Decisions Pending \$31,000

CAPizza Kitchen \$10,000

NAEA \$ 1,000

Carnegie Foundation \$10,000

Grants being prepared for submission

California Coastal Commission \$20,000 approx

CA Dept. of Education

 (Specialized Secondary Programs) \$35,000 planning

CAL POLY

California Polytechnic State University
San Luis Obispo, CA 93407

May 21, 2003

Dear Dr. Hellenbrand:

Last August I submitted a proposal to establish a Central Coast Center for Arts Education. At that time the proposal had received preliminary approval from you, Dr. Susan Opava and Dr. Bonnie Konopak. As it made its way through the approval process it seemed to get stuck and did not move forward to the Council of Deans. I am assuming that it was an unfortunate victim of the budget crisis in the state and on campus.

Now, I understand that there is a possibility of the proposal being reviewed again. I am pleased to resubmit the proposal to establish a Central Coast Center for Arts Education. In the intervening months, I have submitted several proposals for funding to help provide a match for the establishment of the center (when such opportunities were available), and also I have applied for funds to continue our arts education outreach efforts, that would become part of a center if it were formally established. In the last year funds have been received for the following:

\$126,000 from California Arts Council to continue our CAC Demonstration project with Lucia Mar. This project was one of three in the state nominated to be part of the National Arts Education Partnership.

\$150,000 from Federal Teacher Quality Enhancement Grants (Formerly Eisenhower) to continue our efforts with six north county rural schools.

\$5,031 from College of Liberal Arts Interdisciplinary fund to provide Art/Science professional development workshops next fall for teachers and pre-service students

Funding Proposals Submitted and Pending

\$54,000 to National Endowment for the Arts to help in establishing a Central Coast Center for Arts Education (application date June 2)

\$498,000 to US Dept. of Education to support the work of a Central Coast Center for five years. (application date June 2)

\$36,000 to Kellogg Foundation as part of the Agricultural Literacy Initiative to provide arts education professional development related to agricultural issues to teachers K-12. (submitted, awaiting notification)

As you can readily discern, we are trying to hold up our end in securing funds to support the efforts of the proposed center. We have generated a tremendous amount of interest in our professional development outreach programs and now have school districts calling us to reproduce workshops offered as part of our Arts Education Conference, and to

reproduce other workshops that we have offered in other school districts. We have teachers coming from Humboldt and LA Counties to our summer arts education institute that will be held on campus from June 23- 27. The theme of this year's institute is art/science connections.

As outlined in the proposal we envision the Center as being self-sufficient. We will increase or decrease outreach activities as we can secure independent funding. It would be helpful if in the first year the university could provide a portion of the start up funds, traditionally offered to establish centers, but we realize in these hard budget times that it may not be the full amount.

Thank you for your support of this proposal. If anyone in the review process has questions about our efforts, our successes to date, and the potential for the on-going success of a Central Coast Center for Arts Education, I would be happy to talk to them individually or as a group.

Sincerely,

Susan Duffy
Chair
Liberal Studies



California Polytechnic State University
San Luis Obispo, CA 93407

August 20, 2002

Dear Dr. Hellenbrand:

With this letter you will find a copy of a proposal to establish a Central Coast Center for Arts Education that we have discussed with Drs. Opava and Cichowski. As requested I have prepared a three-year budget and provided a history of funding for the projects that have led up to the establishment of a Center. If this meets with your approval would you please take it to the Fall Dean's Council to begin the process of approval at that level? I have requested funds from the National Endowment for the Arts to help with the first two years of funding should the Center be approved by Winter 2003. I envision the Center being supported almost solely by external funding once it is established and the activities of the Center will increase or decrease dependent upon such funding.

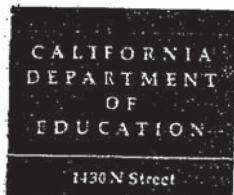
Again, establishing a Central Coast Center for Arts Education allows us to formalize under an organizational structure, the work that we have been doing as independent projects in art education. We believe that establishing a Center will aid in our ability to apply for and receive external funding for the projects in art education that we have with San Luis Obispo County Schools. The Center would bring into sharp focus an area of study not normally part of our school or departmental organization. We believe that establishing a Center will provide opportunities for our Liberal Studies students and UCTE students to work closely with area teachers in professional development settings that provide supplemental training in all art forms.

We believe too, that the proposal fully meets the university guideline specifications that "a center... can enhance professional development opportunities for faculty, build links with industry and the community, ... foster interdisciplinary work, aid in obtaining support and complement the instructional program." Additionally, "... it involves an important matter currently neglected or an area expected to grow in importance.

I hope that the Council of Deans will move favorably to approve this proposal and that we can have it up and running by spring 2003. I am optimistic about its acceptance. Should you have any questions please do not hesitate to call me. Thank you for your help with this.

Susan Duffy
Professor
Liberal Studies x62327

Cc: R. Cichowski, B. Konopak, S. Opava



916 499 2177

Sacramento CA

916 499 2177

JACK O'CONNELL
State Superintendent of Public Instruction

June 25, 2003

Grant application sought funds to support Central Coast Center for Arts Ed. once approved.

To Whom It May Concern;

Jam writing to offer my wholehearted endorsement of the grant application submitted by California Polytechnic State University (Cal Poly) to support arts education. Cal Poly has been involved in a number of outstanding arts education outreach programs for public schools from California's Central Coast Two of those programs will come to closure in 2004, and the University is seeking additional funds to extend their efforts and continue these excellent programs.

Cal Poly's proposed projects fully meet the guidelines for Teacher Quality Enhancement Grants Program-Partnership Grants as well as the key components of the No Child Left Behind federal legislation. As outlined in the proposal, these projects will support the professional development of teachers and teacher candidates (both pre-service and those already in credential programs). Additionally, they will provide much-needed resources and arts education outreach services to county schools through the Central Coast Center for Arts Education.

Like most other states in the country, California is currently facing unprecedented budget shortfalls. As a result, funding for education - especially arts education - has taken a huge fiscal hit, and there is no relief in sight. Grants such as this, therefore, have become the lifeblood in the survival of exceptional programs that would otherwise risk termination. The programs proposed by Cal Poly have a proven track record and have resulted in providing a high quality and well-rounded education for our students. It is my hope that Cal Poly, deservedly, will have the opportunity to benefit from the resources provided by this generous grant.

Sincerely,

JACK O'CONNELL

Details of the Project

- 27 -
- 1 -

Applicant: California Polytechnic State University Foundation

Lead Applicant Signature: _____

Proposal: Arts Education Professional Development for Teachers: Supporting A
Beginning (or Arts Education in San Luis Obispo County

Sponsor: NEA Learning & Leadership Grant Program

Submitted by: Susan Duffy, Cal Poly State University Liberal Studies Dept.
San Luis Obispo, CA 93407

The Central Coast Center for Arts Education (CCCAEL has moved through the approval process of Cal Poly State University. Final approval is anticipated in Winter 2003. The university will provide start-up funds for the proposed Center and additional support is being sought from outside funding agencies. *This proposed project seeks funds to support the first year, professional outreach activities of the CCCAE.* The proposed project adheres to the guidelines delineated for Learning and Leadership "study group" projects. This project will support the professional development of teachers and provide resources and arts education outreach services to county schools through the Central Coast Central for Arts Education. Funds will be used to sponsor activities; offer arts education training to teachers, and placing artists and performances at school sites, thereby ensuring the quality of arts education of the children in our county schools will be enhanced and expanded.

The *goals* of the CCCAE activities for which we seek support are: 1. To foster the professional growth and development of teachers in arts education, and by extension foster the growth and development of their students K-12 in and through the arts. 2. To enhance the arts curriculum in K-12 schools by supplementing academic learning for undergraduate, graduate and career professionals. 3. To develop innovative interdisciplinary research program in support of the CCCAE mission. 4. To provide a clearinghouse for information of interest to practitioners and to conduct workshops, conferences and outreach programs in the arts for the continuing education of

Susan Duffy and Kathy Friend: Revitalizing Arts Education in Local Schools

Ca
in brings
residence
professional
companies
third-grade
rooms with
a total of
825 students.

"In order to bring arts education back into the classroom, we must involve artists, teachers, students, families, administrators and teachers-in-training."

That's the opinion of Liberal Studies professors Susan Duffy and Kathy Friend who have put their considerable energies together to improve arts education in local elementary schools.

The state's and county's budget woes over the years have destroyed arts programs in California public schools, they say. The pair has received two large grants from the California Arts Council and the Eisenhower Professional Development State Grant Program to help rebuild arts programs in San Luis Obispo County.

The three-year Cal Poly Arts in Education Program is a partnership among Cal Poly's Liberal Studies Department, the local Lucia Mar School District and the

San Luis Obispo County Arts Council.

The Cal Poly program, headed by Susan and Kathy, brings artists-in-residence and professional touring companies into 45 third grade classrooms with a total of 825 students. Students in 10 of those classrooms will be evaluated intensely through the third, fourth and fifth grades to determine the depth and quality of their visual arts knowledge during the three-year process.

Grant money from the Eisenhower Professional Development State Grant Programs is being used to reach out to teachers and students in rural schools in the county.

The Eisenhower program's purpose is to provide arts education professional development opportunities for teachers in five rural and low-income schools, as well as arts training and

performances to those schools that frequently do not receive any supplemental arts instruction or visiting guest artists.

"Our goal is for the teachers to become increasingly skilled in teaching the arts and using the arts to teach other subject matter," Susan says. "One unique feature is that our teachers-in-training will work and learn with the teachers from the rural schools."

Cal Poly's Liberal Studies Program also sponsors other arts-related activities for children and their families. For example, Power Down I, a joint project of Cal Poly, the California Arts Council and the Atascadero Fine Arts Academy, was staged by fifth through eighth grade students from the academy. The theatrical production, for elementary school audiences, encouraged and demonstrated how to conserve energy.



Failure?

Proposition 13

little Jane and Johnny may be able to read, write, add, and subtract, but when it comes to understanding, appreciating, and talking about the arts, they're both wearing dunce caps. There is little argument among educators about the sad state of the arts in public education, especially in elementary and secondary schools. In a 1997 report by the California State Board of Education's Superintendent's Task Force on Visual and Performing Arts, arts education in California has been in a perpetual state of crisis since the 1978 passage of Proposition 13, the so-called Jarvis-led tax-revolt movement that took money out of homeowners' pockets and out of public education's coffers. Because public schools are funded in large part by local property taxes, school administrators had some hard decisions to make about what subjects were more important. Math, science, language, and history were in; music, painting, dance; and drama were out. Unfortunately, what

researchers have discovered over the ensuing 24 years is this: Arts education benefits students in a variety of ways that enhance their studies in other subjects. In other words, a failure in arts education leads to a failure in education in general which may explain the poor performance in standardized testing among California students. Just how bad was the state of California arts education at the time of the Superintendent's Task Force report? The statistics suggested that in a majority of school districts, only 10 to 25 percent of students were participating in some form of arts education, and no district in California had more than 50 percent of its students involved in arts education. A survey of arts teachers in Santa Clara, Santa Cruz, San Francisco, and Ventura counties found that in most school districts, an average of only 2 percent of all

teachers were qualified to teach arts. Before you despair entirely, it's important to note things have gotten and are getting better, albeit slowly. "The report you're talking about was in many ways a catalyst," said Laurie ScheU, executive director of the California Alliance for Art Education (CAAE). "The current statewide perspective on arts education contains both good news and bad. In 2001, the state board of education did pass a set of standards for the visual and performing arts, which is a huge step in the right direction. Everyone hears about math and Science and language standards, and now we have arts standards, too. Not everybody acknowledges them, but having standards puts us on the same page with other disciplines."

These standards are what every child should know by the time of graduation. That's not all. More and more school districts are putting in place a system to assess their arts programs and fix deficiencies. Higher education has also begun to acknowledge the importance of arts education. Both the University of California and the California State University systems will require one year of arts education to gain admission to their school systems beginning in 2003. By 2006, UC and CSU schools will require a year of continuous arts education in one discipline. "That shows they acknowledge the depth and breadth that needs to be mastered and that arts education should be more than just two or three beginning classes," said ScheU. Dr. Kathy Friend, an arts education advocate who teaches future teachers at Cal Poly's liberal arts and teacher credential programs, is also a member of the California Alliance for Art Education.

"We represent all the various arts organizations"

"Struggling from year to year isn't education."

New Times 12/12/02

tion, and now they've gone through their university education and will continue this trend.

Cal Poly's education department seems to recognize this problem and has doubled its efforts in planting the art bug in its students.

"At Cal Poly we require a lot more arts education than other credential programs," said Friend. "How will music, dance, or the visual arts ever occur in public schools unless new teachers have a personal interest and involvement in the subject. With the current interest in new teaching methods, it's difficult to get the public schools to know more about the arts as a second language. The arts, I know, is a difficult language to use."

...and remarkably...
...the term st...
...marks the...
...of parti...
...the arts... II

...the California...
...Secondary...
...Education...
...Commission...
...the Eisenhower...
...Foundation supports...
...schools in the North...
...said Duffy...
...rural schools get...
...through the profes...
...development of teachers in...
...provides supplemental...
...teachers at those schools, as...
...and performances at...

...Department of Education...
...school districts money...
...to do the kind of systemic planning needed...
...overcome these chronic deficiencies. And

BY GLEN STARKEY

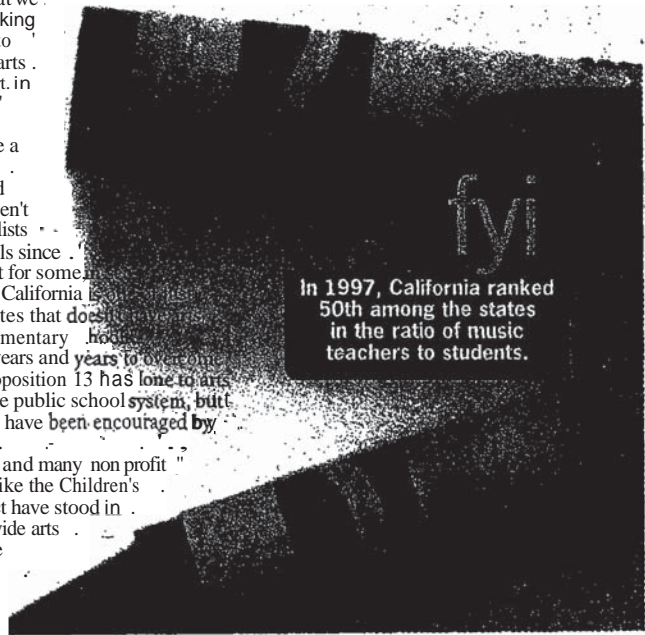
ut the state so there are non profits. department of education. the Arts Council, the California Art Association, the California Theater Association, the Association for Music Education, and the Dance Educators. The groups are working overtime in an attempt to return adequate arts education to schools and Friend herself is currently administering several grants locally; she is an arts educator in schools that she has visited. According to Friend, there's still an ongoing lack of arts, which leads to inefficiencies. Many prospective teachers currently attending universities are not receiving any arts education themselves. They find themselves in a training program once again brushes aside the arts as a lower priority. These new teachers are not prepared to offer the arts to their students in many cases are unaware of the importance. In addition, with most teachers under the pressure of student performance in the face of standardized testing, administrators assign little time to arts. It's that's very upsetting to me is that when they're in the school sites and their days are filled with the pressures they have in limiting the class time and effort in the arts.

story, we've all heard it before. This lack of arts education is beginning to trickle down into our economy, even right here in San Luis Obispo. Said Friend: "Even here in SLO we have the need for graphic artists who are astute and intelligent, but I know of cases where local companies have had to hire out of the county and even out of the country because they couldn't find someone appropriately trained here. At Oddworld (a local video game design firm) they hired someone from Dublin, because Ireland has a really strong arts education system, and we're not keeping up." To replace funding lost to Proposition 13 many arts organizations and even the state government are offering grants: Friend and her Cal Poly colleague Dr. Susan Duffy are currently administering two of them in our county. While Friend admits that "grants are wonderful," they're merely a stopgap to make up for a deficiency in the system. "Struggling from year to year isn't the way to provide arts education," said Friend. "We want to have a program that's solidly based. Since Prop. 13, there are no arts specialists for kindergarten through sixth grade. That's a long time to have children who haven't had those experiences. Now we're faced with students attending Cal Poly, who have had little or no art experience. If they're lucky, they may have had some arts education in junior high and high school. The most promising development is the new requirement by the UC and CSU systems to require arts education of incoming freshmen."

other areas, it will be a huge boost for arts education throughout the state. The question is, are grants and studies enough to fulfill students' needs? "Certainly in San Luis Obispo we're not hitting all the school districts in the county but what we are doing is making small inroads into expanding the arts and access to art in public schools," said Duffy. "Of course, we have a long way to go. My understanding is there haven't been art specialists in public schools since Prop. 13 except for some secondary schools. California is one of a handful of states that does not have a specialist in elementary schools. It may take years and years to overcome the damage Proposition 13 has done to arts education in the public school system, but most educators have been encouraged by recent trends. "Both grants and many non profit arts providers like the Children's Creative Project have stood in the gap to provide arts education since Prop. 13," said the CME's Schell.

...ists when they graduate but I know they're going into teaching a new or renewed interest in the arts. This is a step in the right direction." A

Glen Starkey had plenty of arts education in elementary school, and look how he turned out





The State of the Arts

Funding Cuts, a Lack of Training, and the Demand for Higher Test Scores Has Pushed the Arts Into an Educational Wasteland, But New Legislation Could Help It Flower Again

Should arts education be a major part of elementary school curriculum or merely a luxury relegated to the few free moments after more "important" subjects have already been covered? It's a debate that's been going on ever since budget cuts and a demand for better student performance in core subjects pushed arts education out of the regular curriculum.

A survey of local elementary school teachers conducted by Cal Poly liberal studies professors Susan Duffy and Judith Gish shows that teachers want to incorporate more arts education into their lessons, but not at the expense of core subjects as math, science, history, and social science. And not if it means training without compensation, although most teachers feel they are inadequately trained to deliver arts education.

But according to Duffy and Gish, the arts can be integrated into core subject lessons, and studies show that students who receive arts education perform in all subjects. Now at least three bills pending in the state Legislature would mandate teacher credentials for dance and theater. The 363 teachers surveyed represent 28 schools and collectively affect about 5,150 local students. An initial assessment of the results suggests SLO County teachers incorporate the arts into their classrooms as time permits, but the demands of an increasingly complicated curriculum and pressure to deliver improved test scores limit their ability to focus on arts education. Did the results surprise the surveyors? "Oh, gosh," said Gish, "it didn't surprise me at all. The results were very predictable. Where do the arts sit? They sit low, predictably. What do teachers think? They love the arts but don't have the time or the resources to incorporate art into their lessons."

Part of the problem, according to survey results, is a lack of funding but teachers also feel inadequately trained to offer arts education.

The survey asked teachers to rank their competence level in visual arts, vocal music, instrumental music, dance, and theater. In music and dance most teachers considered themselves novices; in visual arts and theater most teachers ranked their level of expertise in the middle. Less than 6 percent of teachers considered themselves experts in any single category.

A majority of teachers aren't willing to attend training sessions if it means time to their already busy schedules, and 52 percent said they'd want to be at workshops. A few simply aren't interested in arts training. One comment written in the survey margin said, "Forget it! I've already been there and done all this." (Despite the computerized multiple-choice format of the survey, many teachers wrote comments in the margins.)

The most common form of arts education currently employed in local schools is vocal music, but only 20 to 30 minutes a week are devoted to it.

Because of the lack of arts education in the state mandated curriculum, arts education has been taken up by such outside groups as Arts Are Core and the Children's Creative Project, which offers schools money to bring in arts performers and to take field trips to museums. Even though some local schools haven't made use of these opportunities, Gish and Duffy think that in general things are looking up.

"I think we're coming out of a very bad period when the arts were cut," said Gish. "The pendulum goes back and forth and we're on an upswing, but we still have a ways to go. It's getting better because of some vocal advocates, but we need more - more parents to add their voices to the chorus; that's what it takes. If we had some vocal parents out there saying, 'Where are the arts in our schools?' that would send a strong message. We've always had a certain group of parents who support the arts, and I think that's spreading."

Both Gish and Duffy, who train future teachers, have been focusing their instruction on helping prospective teachers incorporate the arts into core subjects. The survey was funded by a grant obtained through the Institute for Educational Inquiry the National Network for Educational Renewal and the Getty Education Institute for the Arts. Part of the grant is earmarked for increased training in arts integration.

"As part of this grant we were to find ways to integrate the arts into training for preservice teachers and to find ways to integrate the arts into elementary school

>>> EDUCATION continued page 24

Arts Education

What they get in their hands makes all the difference



SUPPORT the ARTS in your schools

The Survey Says

Here are some general conclusions and recommendations drawn from responses to the Arts Education Survey of Elementary School Teachers in San Luis Obispo County:

Conclusions:

- Dance seems to be the most neglected art form and the one that teachers felt least confident to teach.
- Music (vocal) is the art form most often taught, with weekly, choral classes in the majority of schools for 25 to 30 minutes per week.
- Teachers praised weekend arts integration workshops at Cal Poly, the Children's Creative Project for work in the public schools, and efforts by such organizations as the Pasa Robles Art Association and Cambria's Arts Reach program.
- Lack of funds was the primary reason given for not taking students to performances or bringing guest artists to schools.

Recommendations:

- Increase funding for tickets for students to go to performances.
- Increase funding for bus transportation to allow teachers to take their students to performances.

New Times 6/29/01

S.



ence," said Gish. "The idea was to integrate the arts with these other subjects rather than teach it separately. Take music, for instance. How much math can you teach with music? Lots!"

Another part of the grant was used to create a controversial poster featuring a cup of pencils, crayons, and paintbrushes combined with an Associated Press image of a child with a real bullet tied to a toy gun. The poster reads: "What they get in their hands makes all the difference."

"We decided we needed to raise public awareness, of this issue, so we created this poster," said Duffy. "Obviously this is not for use in schools; this is a poster for adults, to inform them that we cut arts funding when perhaps we should be increasing it. Research has found that children at risk who are exposed to the arts find it a positive outlet."

"The poster, because it shows a young boy with a toy gun with a real

bullet, has been a tireless supporter of these bills and others like them.

Senate Bill 1390 would require the State Board of Education to adopt standards in arts education by June 1, 2001. Through this measure the arts would become a core subject, an extremely important distinction when it comes to funding and teacher training. The bill is currently in the Senate Appropriations Committee. The State Board of Education recently voted unanimously to support its passage.

Assembly Bill S72 would require the Commission on Teacher Credentials to issue credentials in dance and theater. The bill has passed the Assembly and is now before the Senate Education Committee.

AB 211 would require one year of visual or performing arts for high school graduation beginning in the 2004-05 school year. The bill is currently before

the Senate Appropriations Committee.

"Something interesting is happening at the university level, too," said Mott. "The California State University system has always had a requirement for one year of visual or performance art to enter college. Starting in 2003 the University of California system will have the same requirement."

Gov. Gray Davis, who has come out as a strong supporter of increased education funding recently appointed Barry Hessenius the new director of the California Arts Council. A San Francisco lawyer, Hessenius represents music and television clients and for the past four years served as president and CEO of the California Assembly of Local Arts Agencies.

"Our job [at the California Arts Council] is to prove that the arts aren't a frill," said Hessenius. The first way

he'd do that is by re-establishing the arts as a core curriculum subject from kindergarten through grade 12, building on evidence that kids who take the arts do better in school.

It seems the pendulum of arts education is indeed swinging in advocates' favor.

"There's so much data to support the idea that students learn better - learn all materials better - through the arts," said Gish. "So when that's taken to heart, when it becomes internalized that will certainly be a new, welcome step."

"In our culture we tend to think of the arts as elitist, something for the rich or highly educated," said Duffy. "But the arts are for everyone." A

A copy of the Arts Education Survey of Elementary School Teachers in SLO County is available at the SLO County Arts Council, 570 Higuera St, Suite 175 in SW.

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for kids!

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Session I: June 26th - 30th
 Session II: July 5th - 7th
 Session III: July 24th - 28th
 Session IV: August 21st - 25th

Sessions run from 9am to noon. Open to all ages and experience levels. We will provide a safe and fun environment for all gymnasts. Learn to do gymnastics, cheerleading, dance, and more!



ART EXHIBITS OWE THANKS TO CAL POLY COLLABORATION

A unique partnership between the Cal Poly liberal Studies Department and the SLO Children's Museum will bring art to life for thousands of local children.

The program, a senior project for over thirty liberal Studies majors, is specifically designed to integrate the arts for elementary-age children in an interactive and comprehensive manner, according to Cal Poly liberal Studies professor, Dr. Susan Duffy.

"This program will go a long way in helping to make art more accessible and more interactive for elementary-aged children," said Susan. "The new art exhibits will be housed at the Museum, and will be used especially during the Museum's school tours," she explained.

Many students have worked really hard, and have come up with some fabulous ideas. They're anxious to have the new exhibits put to good use:

She said the project started at the beginning of summer quarter, when her Cal Poly senior project class was divided into seven teams. Each team had to choose a specific piece of art, then develop age-appropriate activities that would allow elementary school-aged children to respond to that piece of art in an entertaining and interactive manner. The Cal Poly students, most of whom are studying to be elementary teachers, were also tasked with developing supplemental teaching curriculum materials for the teachers who accompany children on school tours to the Museum.

Examples of some of the projects selected by students include activities and themes relating to *The Peaceable Ki*, by Edward Hicks, the art of Diego Rivera, Henri Matisse, and Paul Klee.

The project is funded by a grant from the Getty Institute for Education in the

Arts and the Texaco Foundation, and is a three-year program. Additional collaborations with museums and cultural organizations are planned, according to Susan. There will also be a series of workshops for teachers in the fall about how to integrate arts into the classroom in more creative and interactive ways.

Museum officials are thrilled to be one of the beneficiaries of the program.

"We are so lucky to have this partnership," stated Executive Director Kathleen Wolff. "The new art exhibits and teaching materials will be an important tool for the Museum's school tours program, since

thousands of elementary students and their teachers from all over the Central Coast visit during the school year:

Kathy also had high praise for the Cal Poly students, adding, "We are all so impressed with the hard work, dedication and enthusiasm that these Cal Poly students have:

Susan agrees. "I have never seen my students so excited about a project as this one," she said. "It's really been a pleasurable experience, and I hope this is just the beginning of an ongoing association with the Museum:

DISTORTED ROOM EXHIBIT OPENS!

An offhand remark by one of his professors charted Cal Poly senior Jose Segura on a six-month course that resulted in a brand new exhibit for the Children's Museum, and hopefully, a good grade on his senior project for him.

Jose recently completed the new Distorted Room exhibit (also called the Ames Room), which replaced the Clean Air exhibit. The Distorted Room is an interactive exhibit that distorts visual perception and creates optical illusions.

"The primary objective is to demonstrate how visual perception and depth perception can be distorted, and can be used to teach children a variety of topics, including geometry and mathematical concepts," said Jose.

His senior project began last fall when the psychology major took a class called Memory & Cognition. During the class, his professor, Dr. Deborah Valencia-Laver, played the class a video on illusions, toward



Jose Segura paints the background wall before installation of the new exhibit.

the end of the presentation, the video featured a segment on the Distorted Room, and Jose was immediately intrigued.

"Ms. Valencia-Laver said casually, 'This would be a great senior project for someone,' and that's what started this whole project. I went to the library and did lots of research on the Ames Room, and the more I discovered, the more excited I was about creating one: *continued on page 2*

FAMILY

Tribune Sept. 3-9, 1998
"Focus" (28)

Poly project aimed at kids

As the children grow, so do the museum's marvels.

One of the great things about my periodic trips to San Luis Obispo's Children's Museum is watching the evolution of how my daughter interacts with the same exhibits as she gets older.

A cramped, almost claustrophobic path upward to the museum's indoor slide that elicited, "No, no, no, a few months ago is now a climbing adventure. (Although the stick steep slide remains a challenge for Ull future.)"

Sitting in an aircraft cockpit used to be a kick for, say, 6.8 seconds. Now, there's knobs to fiddle with, a Ulrottle to pull up and down, the ocean below - hey, we've got an airplane to Oy!

In Uler words, Ulere's really no need to introduce new exhibits to keep parents like myself returning to the museum for the next several years.

To Uler credit, however, people guiding the museum at 1010 Nipomo St. are doing just Ull!

This summer, for example, a group of Cal Poly students studying to become elementary school teachers devoted their senior projects to crafting curriculum based on an art masterpiece.



Dave Wilcox



HANDS ON: Virvinla McCoubrey-Plitts, 8, from Leesburv. Va., visits the San Luis Obispo Children's Museum and checks out one of the Interactive displays created by Cal Poly students.

Next in line is an interactive optical illusion exhibit modeled after the fascinating Ames Room Exhibit at San Francisco's Exploratorium. Still under construction, but nearly complete, the children's museum's version is yet another Cal Poly senior project - showcasing how creative students can benefit local nonprofits. The new developments come as the museum gets set to celebrate its ninth birthday this month, according to Executive Director Katly Wolff.

Wolff also said the weekly craft sessions started this summer have proved so popular that they will be extended indefinitely. They are scheduled for Thursdays between 2 and 4 p.m. Students in a Cal Poly 8-story building also lined up to begin a weekly story session at the museum starting Oct. 2 at 2 p.m.

Wolff said everything the museum includes is designed for parents and children to experience together. It's not a place where kids are dropped off to entertain themselves. "It's about family, it's about being together," she said. "The play experience is what we're all about."

Changes aren't only occurring inside the museum. A new walkway now under construction is expected to open this week, as part of the city's San Luis Creek walkway, said Wolff.

Our yard is a little smaller because of it, but the benefit of having more people walk by will pay off for us."

As part of the museum's month-long birthday bash, Wolff said a special concert is scheduled Sept. 18 featuring local songwriters and edu-

cators Diana Carler Coates and Brad Schultz. The duo released an educational compact disc titled "Exploring Our World: A Musical Adventure through Science and History" that includes 14 original songs.

There is one thing the Children's Museum is staging not designed for children. A garden party fundraising event at the Adobe is set for Sunday, Sept. 19, between 3 and 6 p.m. Cost is \$25 per person for the afternoon, which Wolff said is vital in helping the nonprofit museum meet its annual budget.

There's still a month to go before Creek Day but young artists should take note: The land Conservancy is seeking children's original artwork for display at Creek Day's educational fair. The annual event, which includes an organized cleanup of San Luis Creek, is Oct. 9, and the fair will be held at Santa Rosa.

Artists can paint, color, or draw their works on up to 11" x 17" paper and they must include the words "San Luis Obispo Creek Day." Subjects can include anything related to clean water, fish, or wildlife that will benefit from having trash cleaned from its environment. Artwork of 13 winners will be produced in year 2000 calendars.

You've got a month to come up with a submission: deadline is Sept. 30. There's no charge to enter and artists can be up to 14 years old. Call 544-9096 for additional details. "Know of a cool spot to take a 12-year-old? How about a perfect morning spent with a toddler? Let me know! Dave Wilcox a message at 781-7927 or mail him at dswilcox@gateway.net

NOT: JUST FUN AND GAMES: PAINTINGS, SCULPTURES CAN BE EDUCATIONAL



TRIBUNE PHOTO BY LAURA DICKINSON

While visiting the San Luis Obispo Children's Museum recently, Zack Angles, right, looks at himself in a cutout as his buddy Nick Borgault, left, also checks out the display.

Cal Poly seniors use art to teach kids

CHILDREN'S MUSEUM DISPLAYS FOCUS ON FAMOUS WORKS

SAN LUIS OBISPO

By MATT LAZIER
THE TRIBUNE

Some future elementary school teachers from Cal Poly believe art can be used to help connect younger students to more traditional academic disciplines.

Ninety students devoted their two-month senior projects this summer to developing lesson plans and curriculums for elementary-level teachers and students based on famous and significant pieces of art.

Students unveiled their displays, which were developed in cooperation with the San Luis Obispo Children's Museum, on Tuesday.

"This is exciting, because it benefits another site," said Susan Duffy, the Cal Poly Liberal Studies professor who supervised the Cal Poly students this summer. "We weren't sure how it would work, but I am very excited after seeing what the students have done."

The Cal Poly students were grouped in fours and fives and spent eight weeks of their summer quarter working on the seven displays and preparing presentations and papers that outline their goals and lesson plans for the projects.

"We can use art as a medium to teach other things," said Jim Bailey, whose group developed a presentation based on "The Corn Festival," a painting by Mexican artist Diego Rivera.

"We can use it to reflect on other types of learning," Bailey said. "For our piece, we developed a corn-counting game that relates to the picture and includes the Aztec calendar, so we can use the art to teach math."

Bailey also said the group chose its painting in hopes of drawing attention to agriculture and bringing a multicultural aspect to

their lessons.

Other groups chose pieces by Paul Klee, Utagawa Toyoharu, Edward Hicks and Henri Matisse, and developed lessons that will give children the chance to dress like people and animals in the paintings, write poetry and even mimic pieces of the artwork with crayons and paper.

Each group was given a \$75 budget to complete its display. The money comes from a \$20,000 grant to the liberal studies department from the Getty Institute for Education in the Arts and the Texaco Foundation, Duffy said. Cal Poly's program was one of eight in the nation chosen by the Institute for Educational Inquiry in Seattle.

The new displays can only be positive for local children, said Kathy Wolff, executive director of the nine-year-old Children's Museum.

"Hopefully, students and their teachers will be able to use these materials and find their experience at the museum a more compre-

Please see ART, 82

Art

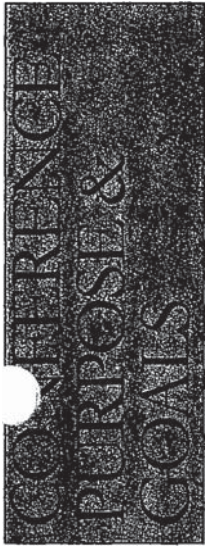
From Page 81

hensive one than in the past," Wolff said.

Museum staff members now will send information to local schools and teachers to inform them of the new additions at the museum. Wolff said she hopes it creates an even bigger draw for local schools than the museum has traditionally been.

"We book about 300 class visits every year," Wolff said. "Schools from all over the county and even in Santa Maria come for visits."

The San Luis Obispo Children's Museum also is open to the public from 11 a.m. to 5 p.m. every day except Wednesday. For more information about the new displays or the museum in general, call 545-5874 or visit the museum's Web site at www.kidsfix.net.



The 3rd Arts Education Conference is designed to provide participants with innovative ways to use the arts in educational settings; provide an introduction and means to use the CA Visual and Performing Arts standards in area classrooms K-12, and raise the comfort level of teachers and others to various art disciplines. Workshops are tailored for a variety of individuals interested in the arts, children, and public and private education.

Teachers, pre-service and credential track students, social service workers, day-care providers, parents, and anyone interested in working with children, youth and the arts are encouraged to attend.

The conference takes place on Saturday, October 18th on the Cal Poly Campus in Science North (Bldg. 53). Conference participants can select a morning and afternoon workshop to attend. All workshops are led by professional art educators.

<p>1 unit of Continuing Education credit available through Cal Poly Extended Education. Forms available at Conference registration desk. Questions & Information call S. Duffy or K. Friend at 756-2935</p>

Morning workshops are 9:00 - 12:00

1. *Forms of Beauty: Friedrich Froebel's Symmetry in Art* Arts Educator Lori Wolf, provides a sophisticated approach to arts instruction & integration using the techniques of early childhood specialist Friedrich Froebel

2. *The Arts and Special Needs Students: Access, Attitudes, and Approaches* This workshop, led by Mary Martz, consultant for the National Disability Center and L.A. County Museum of Art, will discuss adaptive techniques for artists/teachers working with students with disabilities.

3. *The Art/Science Connection: Mixing Color with Light and Paint.* This collaborative workshop brings together arts educators and Central Coast Science project leaders to demonstrate ways to blend science and art in the classroom.

4. *Dance and Movement in the Classroom* Diana Cummins, President of the CA. Dance Educators Association will lead participants in an exploration of a major dance work, and engage in guided movement activities on the elements of dance.

Afternoon workshops are 1:00 - 4:00p.m.

5. *Weaving with Traditional & Non-Traditional Materials.* Professional textile artist and Arts Educator, Stephanie Arehart, will lead participants through steps to create a 3-D woven relief sculpture using recycled materials, and also steps to create a yam woven pouch in the classroom. Materials provided.

6. *Magic of Shadow Puppetry* Puppeteer and storyteller, Judy Roberto will introduce shadow puppetry for classroom use and lead participants in the making of "imagination puppets" and collage shadow puppets.

7. *Math & Art: Cross Disciplinary Connections* Gwen Fisher, Cal Poly's Math Education Professor will demonstrate ways to integrate art in traditional math classrooms. 5-8th grade.

8. *Found Books/Found Poetry: Identity & Literary Explorations 7-12* English & Art teachers will discover new ways for students to express aspects of their own identity through visual and poetic means.

9. *Flutes: Making Instruments and Music* John Zeretzke will again lead teachers through the techniques of making flutes in their classroom, and providing history and music to their students.