Instructor  Trish Lindberg  
Office Location  Rounds Hall, 1st Floor  
Office and/or Online Availability: Office hours scheduled by appoint/Online availability daily  
Office Phone: 603-535-2647  Cell: 603-254-9599  
PSU E-mail: plindber@plymouth.edu (preferred)

Term and Year: Regularly offered Fall and Spring

Catalog Description

This course is designed to provide students with the arts leadership skills necessary for designing, implementing, assessing, and sustaining arts integration models in diverse school or organizational settings. The course focuses on the multiple roles of the arts as mediational tools and provides theoretical and applied knowledge of learning in, with, and through the arts. Within the course, there is an emphasis on the use of the arts and artistic methods through hands-on activities modeling arts, infused learning, and instruction. Content from the course is applied, analyzed, and evaluated in relation to individual and group understandings and considerations of site-specific organizational change and professional development.

Course Overview

This course will provide students with the opportunity to explore the power of the arts and learning as well as the leadership skills needed to successfully design an effective arts and learning project.
CAGS IN ARTS, LEADERSHIP AND LEARNING PROGRAM OUTCOMES

1. Demonstrate scholarship in the arts through cultivating understandings of the holistic nature of artistic communication, creative process, and aesthetic engagement.

2. Demonstrate relationships with professionals in the field who represent diversity of perspective, culture and context.

3. Apply action-based arts leadership strategies through the design, facilitation, assessment and implementation of arts advocacy projects in educational systems.

4. Demonstrate the importance of the arts and learning in multicultural and multilingual settings.

5. Demonstrate the leadership skills necessary to design, advocate and implement successful arts projects and presentations that have an impact on the community.

6. Demonstrate understanding of qualitative and applied research methods.

ESSENTIAL QUESTIONS

1. How many ways can I convey a concept, skill, or understanding?

2. How can others show me what they know, understand and can do?

3. How can imagination, creativity and innovation and the languages of visual art, drama, movement, music, and creative writing inform successful leadership?

4. How can artistic expression help professionals re-discover their personal creative spirit?

5. How do I develop a toolbox of arts-infused communication methods and activities that will link to my critical skills and the development of a vibrant, creative community?
LEARNING GOALS FOR THE COURSE EP 7110 ARTS AND LEARNING

1. Candidates will explore the process of creative thinking relative to qualities of leadership.

2. Candidates will analyze leadership skills in self and others.

3. Candidates will enhance observational skills through arts languages and personal interactions.

4. Candidates will gain additional experience and exposure to multi-disciplinary, hands-on, arts infused activities and the creative process in a caring studio community.

5. Candidates will cultivate understandings of the holistic nature of artistic communication, creative process, and aesthetic engagement.

6. Candidates will enhance their personal confidence as a social/cultural agent.

7. Candidates will explore the power of the arts in shaping community.

8. Candidates will reflect upon the dynamic of leadership and the shaping of space, or place: physical, intellectual, emotional, and spiritual, for self and others.

9. Candidates will analyze the needs of community members in relation to cultivating an environment of care, creativity, productivity, success, and fulfillment.

10. Candidates will engage in dialectical discussion and develop relationships with professionals in the field whose experiences represent diversity of perspective, culture, and context.
### Textbooks


### Assignment, Alignment and Assessment Tool

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Alignment</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment #1:</strong> Creative Arts Challenges and Collaborations</td>
<td><strong>Program Outcome:</strong> #1 &lt;br&gt;Learning Goals: #3,4,5 &lt;br&gt;<strong>Hallmarks:</strong> Reflection and Innovation, Scholarship and Application</td>
<td>Rubric #1 (see under Assessment Rubrics attached)</td>
</tr>
<tr>
<td><strong>Assignment #2:</strong> Book Sharing</td>
<td><strong>Program Outcome:</strong> #1 &lt;br&gt;Learning Goals: #1,3,4,5 &lt;br&gt;<strong>Hallmarks:</strong> Reflection and Innovation &amp; Scholarship and Application</td>
<td>Rubric #2 (see under Assessment Rubrics attached)</td>
</tr>
<tr>
<td><strong>Assignment #3:</strong> Interactive Presentation and Facilitation of Discussion*</td>
<td><strong>Program Outcomes:</strong> #2,4,5 &lt;br&gt;Learning Goals: #3,4,5,7,8,9,11,12 &lt;br&gt;<strong>Hallmarks:</strong> Leadership and Advocacy, Reflection and Innovation, Scholarship and Application, Global Awareness and Social Responsibility &amp; Professionalism and Service</td>
<td>Rubric #3 (see under Assessment Rubrics attached)</td>
</tr>
<tr>
<td>*Key Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment #4:</strong> Personal Action Plan</td>
<td><strong>Program Outcomes:</strong> #1,2,3,5,6 &lt;br&gt;Learning Goals: #1,2,3,6,7,8,9,10,11 &lt;br&gt;<strong>Hallmarks:</strong> Leadership and Advocacy, Reflection and Innovation, Scholarship and Application, Global Awareness and Social Responsibility &amp; Professionalism and Service</td>
<td>Rubric #4 (see under Assessment Rubrics attached)</td>
</tr>
</tbody>
</table>
Content of Course Which Addresses Technological Standards/Competence

Students will be encouraged to use imagination, creativity and innovation in the fulfillment of their assignments. Application of a wide variety of programs and technological skills in the fulfillment of coursework will only enhance the creative tools available for future innovation. Each course assignment has the potential of using technology in some way. Students are encouraged to operate in “discovery” mode and to develop a wide variety of technological competencies throughout the course to share with peers and the instructor.

Evaluation Plan/Grading Scale

Final grades will be based on the following criteria:

1. Class participation, attitude, attendance
2. Completion of all assignments with a concern for quality and content

Throughout this learning experience, candidates will be assessed on the following criteria:

• Ability to use imagination, creativity and innovation to problem-solve
• Ability to apply research and prior experience
• Ability to participate within a caring community

Creative Arts Challenges and Collaborations 25%
Book Sharing 25%
Interactive Presentation and Facilitation of Discussion* 25%
* Key Assessment

Personal Action Proposal 25%

Incompletes: An instructor may decide to enter a grade of incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor which cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript.
Course Calendar/Agenda

COURSE MEETING #1
Friday AM
•Course Introduction
•Creative Arts Challenge and Collaboration
•Debrief

LUNCH

COURSE MEETING #2
Friday PM
•Book Sharing
•Guest Speaker: Dr. Jessica Hoffman Davis, Author of Why Our Schools Need the Arts
•Debrief
•Studio Assignment

DINNER

STUDIO TIME

COURSE MEETING #3
Saturday AM
•Share Studio Assignments
•Complete Book Sharing
•Debrief

LUNCH

COURSE MEETING #4
Saturday PM
•Creative Arts Challenge and Collaboration
•Guest Artist: Randy Armstrong, World Musician
•Studio Assignment

DINNER

STUDIO TIME

COURSE MEETING #5
Sunday AM
•Share Studio Assignments
•Interactive Presentations and Discussion
•Debrief

LUNCH

COURSE MEETING #6
Sunday PM
•Interactive Presentations and Discussion
•Final Discussion on Arts and Learning
•Closure
Description of Assignments

Assignment #1: Creative Arts Challenges and Collaborations (Completed in Class)

Program Outcomes: #1
Learning Goals: #3,4,5
Hallmarks: Scholarship and Application, Reflection and Innovation

Candidates will complete a variety of creative arts challenges and collaborations in class. These challenges will be designed to engage participants in the creative process in a supportive, caring community that fosters imagination, creativity and innovation.

Assignment #2: Book Sharing  (Due: Friday Afternoon and Saturday Morning)

Program Outcomes: #1
Learning Goals: #1,3,4,5
Hallmarks: Scholarship and Application, Reflection and Innovation

Candidates will choose a concept from each of the five textbooks that resonates for them and share concepts with classmates through the use of the arts. Pick concepts that have relevance to your personal journey and share them through the use of visual art, music, creative writing, poetry, theatre or movement. Find a creative way to make the concept engaging, relevant and useful to all.

Assignment #3: Interactive Presentation and Discussion*  (Due: Sunday)

Program Outcomes: #2,4,5
Learning Goals: #3,4,5,7,8,9,11,12
Hallmarks: Scholarship and Application, Reflection and Innovation, Professionalism and Service, Global Awareness and Social Responsibility, and Leadership and Advocacy

In addition to creative and reflective arts challenges throughout the weekend, each candidate is expected to prepare a 20-30 minute presentation and facilitate a 10-minute discussion following their presentation on some aspect of arts and learning that demonstrates a diversity of perspective, culture and context. Candidates are asked to thoroughly research their topic and fully reference their presentation in APA style. Candidates are also expected to create some type of assessment for their presentation that will be completed by the class and the instructor following the presentation. Examples of the Interactive Presentation could be a particularly effective arts-based lesson, shared with student work and handouts, an arts topic of interest to educators presented in an engaging manner followed by a discussion, a hands-on, fully researched arts exercise shared and then unpacked through discussion, etc.

Candidates are expected to contact and demonstrate relationships with professionals in the field who represent diversity of perspective, culture and context in their presentation. Candidates must also demonstrate the leadership skills necessary to design, advocate and implement a successful interactive arts presentation that has an impact on the community. Emphasis will be on presentation style, creativity, research, and preparation. It is our hope that CAGS candidates will become strong leaders and advocates for the arts. This presentation is a way for candidates to practice their research, presentation, engagement and organizational skills. Please bring all handouts and materials with you to the course (enough for all class members).

*This is a Key Assessment for the CAGS in Educational Leadership with a concentration in Arts, Leadership and Learning.
Assignment #4: Personal Action Plan  (Due: December 1)

Program Outcomes: #1,2,3,5,6
Learning Goals: #1,2,3,6,7,8,9,10,11
Hallmarks: Scholarship and Application, Reflection and Innovation, Professionalism and Service, Global Awareness and Social Responsibility, and Leadership and Advocacy

Candidates will design a comprehensive arts leadership action proposal to create an original arts and learning initiative within their actual or imagined future educational or organizational setting. Candidates will gather input from professionals in the field who represent a diversity of perspective, culture and context in the designing of their initiative to ensure buy in from their community.

Part A: What is your goal?

Set one arts leadership initiative to achieve during the next year that is connected to the readings, our discussions, and your experience in this course.

How will you discover how your educational or organizational organization perceives your initiative?

What research can you discover to support your goal?

What change/s could you make in your leadership style to accomplish your goal and why?

What professionals representing a diversity of perspective, culture and context can you identify to support your initiative?

Describe your arts leadership initiative as a vision including its future impact on your organization/community.

Part B: Why is your goal important?

Using selected quotations from the readings, course discussions, workshops, and interviews with a variety of professionals representing diverse perspectives, prepare a rationale for your “vision”. How will your community benefit from your “vision”?

Part C: How will you implement your goal?

What is your timeline for implementation?

How will you identify existing resources and additional resources you might need?

What strategies will you use to implement your vision?

Part D: How will you visualize your goal?

What original image can you create in any medium you choose, that best reflects how the achievement of your goal will feel?

What inspirational quote will you use to help you visualize and attain your goal through to completion? What is it about the image and the quote that move you?
Assessment Rubrics

Rubrics for assignments attached to the end of the syllabus or in separate file online.

Conceptual Framework

COLLEGE OF GRADUATE STUDIES PROGRAM HALLMARKS

Leadership and Advocacy:
This course will enhance leadership skills by creating an awareness of the power of imagination, creativity and innovation to effect change in education, non-profit organizations and businesses. Participants will become greater advocates for the power of possibility in the work place.

Reflection and Innovation:
This course will give participants an opportunity to reflect on their own creative process and how they can enhance their ability to use the power of possibility to effect change and innovation in all they encounter in their daily lives.

Scholarship and Application:
This course will ask participants to read, study, discuss and apply the concepts taught, enabling them to see a direct impact from their learning.

Professionalism and Service:
This course will challenge participants to redefine and explore the nature of professionalism and service to become more inclusive, tolerant and innovative teachers, administrators, workers and business leaders.

Global Awareness and Social Responsibility:
This course will give participants a greater sense of the implications of the power of possibility to effect change globally and at home through opening the doors to new ideas and innovative thinking.
University Policies and Procedures

- **ADA Policy:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity:** Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtained Operations Information:** Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

- **Please sign up for PSU Alert Emergency Text Messaging** at: plymouth.edu/alerts

- **PSU curtailed operations and/or class cancellation notification procedures:** In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website. Use your own judgment about travel during inclement weather; notify your instructor and make the best choice to keep you safe.

- **Lamson Library and Learning Commons**
  Access to the IT Help Desk is available at 603-535-2929. Log in to myplymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and PASS office are located in the lower level of Lamson; the Help Desk in on the Main Floor.