I. Minutes: Approval of the October 28, 2003 Academic Senate meeting minutes (pp. 2-3).

II. Communication(s) and Announcement(s):

III. Reports:
A. Academic Senate Chair: [December 2] President Baker: President's report
B. President's Office:
C. Provost's Office:
D. Statewide Senators:
E. CFA Campus President:
F. ASI Representatives:
G. Other: [December 2] Susan Opava: Report on proposed Technology Park

IV. Consent Agenda:

V. Business Item(s):
Resolution on Endorsement of Central Coast Center for Arts Education:
Duffy/Opava, first/second readings, (pp. 4-43).

VI. Discussion Item(s):

VII. Adjournment:
I. Minutes: The minutes of the October 7, 2003 Academic Senate meeting were approved without change.

II. Communications and Announcements: None.

III. Reports:
   A. Academic Senate Chair: (Lewis) Social Hour continues thanks to Jim Harris dedication. This month's event is sponsored by the College of Agriculture and will be held this Thursday, October 30, from 4-6 pm at Vista Grande. Please make every effort to stop by and support this continuing project to promote collegiality.
   B. President's Office: (Howard-Greene) California is in an uneasy transition between Governors. Even though the state is anhe start of a new budget season there is still a lot that remains to be revealed.
   C. Provost's Office: (Zingg) The Supplemental Report Language of the 2003-2004 budget, is a document that flows from explicit legislative directions to the CSU regarding the conduct of the system and campus budgets. The document says that the highest priority is to protect, to the greatest extent possible, the CSU's primary educational mission of undergraduate and graduate instruction. Despite a $15 million net decrease in our budget and fewer students on campus, Cal Poly is offering more instruction this Fall than last Fall. This is a reflection of a lot of hard work from the Deans, faculty, and staff, and we would like to acknowledge their hard work. Brief report on the final figures for tenure-track faculty hiring: Systemwide for 2003-2004: 1239 actual searches initiated, slightly more than the 1200 searches targeted to be initiated. Cal Poly had 52 searches targeted, actually initiated 63 and successfully completed 53 searches which is an 84% success rate compared to the systemwide success rate is 66% success rate.
   D. Statewide Senators: None.
   E. CFA Campus President: (Foroohar) Bargaining session scheduled for yesterday was cancelled due to the wildfires. Two weeks ago, CFA got notification of the first layoff on our campus for a FERP faculty member from the College of Agriculture. CFA intends to fight it. Elizabeth Hoffman, statewide lecturer representative, will be in attendance at a special luncheon for lecturers this Thursday. Please call the CFA office at extension 62717 to RSVP.
   F. ASI Representatives: (Mednick) ASI and the student body feel very strong about and support sustainability initiatives for the Student Housing North project.
   G. Other: Vicki Stover: campus smoking policy - A committee was created and started meeting in the Springs as a result of a Executive Order received in May of 2003 which delegates authority to campus presidents to regulate second hand smoking on campus grounds. Student groups surveyed faculty, staff, and students and the majority of those surveyed were split between no smoking on campus and a 25-foot barrier. The
committee is recommending designated smoking areas in the campus core that comply with the 25-foot policy. Proposed policy and map showing designated areas are handed out and all feedback is required by November 6. The committee's plan is to have signs and receptacles in place during winter quarter and a publicity campaign.

IV. Consent Agenda: None.

V. Business Item(s):

Resolution on LEED Certification for Student Housing North: Executive Committee, second reading. Since the Student Housing North Project, which is the largest housing project in the history of the CSU, will have a tremendous impact on our campus, the project ought to be done in a sustainable and environmentally friendly way. This resolution requests that Cal Poly obtain a LEED (a rating system) certification for the project.

Amendment to Resolution, presented by Senator Doyle. This amendment urges the Cal Poly administration to consider new alternative transportation modes in a timely manner. Eugene Iud, College of Architecture lecturer, gave a presentation in support of the amendment regarding transportation on campus and alternatives. There was some discussion regarding the amendment being brought forward as a separate resolution as well as the possibility of passing a sense of the senate.

RE80LVED: that Cal Poly go beyond minimal environmental review requirements to take a leadership role in sustainable transportation and land planning, by utilizing as many already demonstrated strategies as possible to make alternative transportation modes better able to compete with the automobile, thereby to foster shorter-distance walking, bicycling, transit, and para-transit use within the San Luis Obispo area, and to discourage car ownership, storage, and use by residents of campus housing, except for longer trips where a car is absolutely necessary.

MIS/F to adopt amendment as proposed.
MISIP to adopt resolution on LEED Certification for Student Housing North was passed unanimous.

Senator Doyle presented the following WHEREAS to be added to the above RESOLVED clause and present it as a second reading as a new resolution titled "Resolution on Sustainable Transportation and Land Planning":

WHEREAS: The existing campus Master Plan strongly calls for more sustainable transportation systems; therefore, be it

MISIP to approve resolution

VI. Discussion Item(s): None.

VII. Meeting adjourned at 5:00 pm.
WHEREAS, Recent federal legislation (No Child Left Behind) mandates that teachers who teach in public schools receiving Title 1 funding be "highly qualified." To meet the "highly qualified" specification, California now requires all credential candidates and recently credentialed teachers to pass the California Subject Examination for Teachers (CSET); which tests competency and knowledge of all art disciplines; and

WHEREAS, In June 2002 the California state legislature approved mandatory subject matter standards for the Visual and Performing Arts such that teachers and credential-track teachers on the central coast now face remediation, retraining, and for many, first-time professional development in the arts; and

WHEREAS, The need for teacher training and re-training to meet the Visual and Performing Arts content standards, as well as the need to foster the professional growth and development of K-8 teachers, is ongoing and extends beyond San Luis Obispo County; and

WHEREAS, The State Superintendent of Public Instruction acknowledges these needs and endorses the establishment of such a center; and

WHEREAS, Research by James Catterall at UCLA, Richard Sigesmund at University of Georgia, Sidney Walker at Ohio State, and Shirley Brice Heath at Stanford University, have independently demonstrated significant correlations between the involvement of students in art education and their academic achievement in science, math, and other technical content areas; and

WHEREAS, Endorsements for creation of the Center have been secured from the College of Liberal Arts, the Deans' Council (conceptual), the Office of Research and Graduate Programs, and the University Center for Teacher Education; therefore, be it

RESOLVED: That the Academic Senate of Cal Poly endorse the attached proposal to create the Central Coast Center for Arts Education.

Proposed by: Susan Duffy, Liberal Studies
Date: October 30, 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  
Answers to Question in Center Preparation Guidelines  
Bylaws  
Budget (Being reviewed by Ad hoc Committee for revision)  
Letter of support And fiscal commitment  
Grants Secured, Pending, & being Prepared  
Letters from S. Duffy to H. Hellenbrand  
2002-2003 re: seeking approval of Deans Council  
Letter of Support from Jack O'Connell, State Superintendent of Education  
Re: support for grant to fund Center for Arts Ed.  
Articles in Local Press Regarding Arts Educ. Initiative
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 report 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 Opaya, 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.
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 CCTC, 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: Susan Duffy  
SUBJECT: Re: Fwd: Central Coast Center for Arts Ed.

Re_ Fwd_ Central  
Coast center ...

Susan Duffy can answer the other questions; I can answer the funding.

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; i.e., 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.

As 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 LS--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
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 ArtIScience 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 Humbolt 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
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
June 25, 2003

To Whom It May Concern:

I am 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, and 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
Applicant: California Polytechnic State University Foundation
Lead Applicant Signature: __________

Proposal: Arts Education Professional Development for Teachers: Supporting A Beginning for 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
"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!, 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.
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 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, San Francisco, and Ventura counties found that in most school districts, 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 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 attend teacher preparation programs. 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 attend teacher preparation programs. These standards are what every child should know by the time of graduation."
BY GLEN STARKEY

In 1997, California ranked 90th among the states in the ratio of music teachers to students.

How will music and the visual arts ever occur in public schools unless new teachers have a personal interest in and love of the subject?" - Dr. Kathy Friend, Arts Education Commission, California Council on the Arts.

"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 public schools," said Duffy. "Of course, we have a long way to go."

My understanding is there haven't been arts specialists in public schools since Prop. 13, except for some on-daly schools California has a handful of states that do have specialists in elementary. It may take years and years of work to get arts education in the public school system, but most educators have been encouraged by recent trends.

"Both grants and many nonprofit arts providers like the Children's Creative Project have seen the gap to provide arts education since Prop. 13," said the CAEE's Schell.

"The arts are adapting themselves to the right direction."
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

A survey of a school district conducted by Cal Poly liberal arts education professors Susan Duffy and Linda Gish shows that teachers want to incorporate more arts education into their lessons, but not at the expense of such core subjects as math, science, history, and social studies. And not if it means more training without compensation, although most teachers feel they are inadequately trained to deliver arts education. The according to Duffy and Gish, the arts are considered a core subject in core subjects lessons, and studies show that students who receive arts education tend to do better in all subjects. Now at least three bills pending in the state legislature would make visual or performing arts courses a requirement for high school graduation.

The 363 teachers surveyed represented 28 schools and collectively affect about 2,000 local students. An initial assessment of the results suggests SLO County is not a leader in the arts. Sampling of SLO County data suggests arts education can be integrated into core subjects.

The report states, 'We believe the arts can be integrated into core subjects. 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 levels 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 adding time to their already busy schedules, and 52 percent said they'd want to be paid to attend workshops. A few simply aren't interested in arts training. Some comments 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 conducted in local schools is an hour of 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 groups such as Art Core and the Children's Creative Project, which offers schools money to bring in artists, perform, and send students to the field trips to museums. Even though some local schools haven't made use of these opportunities, Duffy and Gish 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 don't have a way to go. It's getting better because of some vocal advocates, but we need more. From parents to the chorus, that's what it takes, if we have 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 something.

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 California Arts Council, the California Arts Commission, and the Children's Creative Project. The grant is earmarked for increased training in arts integration. 'I've already been there and done all this,' said a survey participant. 'We're on an upswing, but we still don't have a way to go.'

As part of the grant we are to find ways to integrate the arts into training for preservice teachers and to find ways to integrate the arts into elementary school curricula.'

The Survey says

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

Conclusions
- Dance seems to be the most neglected art form and the one that teachers feel least confident to teach.
- Music (vocal) is the art form most often taught, with weekly chorale 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 Paso Robles Arts 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 art integration to allow schools to take their students to performances.

...EDUCATION continued...
"...gave up their hands about violence in school, endemic," 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 paint brushes 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 tied to a toy gun, 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 572 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 272 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," 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 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 SLO."

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San Luis Sports Therapy & Orthopedic Rehabilitation

Now Through
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. 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 Kingdom by Edward Hicks, the art of 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 iNorkshops 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 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

Jose Segura paints the background wall before installation of the new exhibit.
As the children grow, so do the museum’s marvels.

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

Near the window, almost claustrophobic path upward to the museum’s in-door slide that elicited “No, no, no. Wulff, for the afternoon,” which Wolff said a challenge for the future.

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

In other words, Ulcer’s really no need to introduce new exhibits to keep parents like myself returning to the museum for the next several years.

To Ulcer credit, however, people guiding the museum at 1010 Nipomo Sl. are doing just Uml. This summer, for exemple, a gallery of Cal Poly students studying to become elementary school teach-ers devoted Ulcer senior projects to crafting curriculum based on an art masterpiece.

Next in line is an interactive optical illusion exhibit modeled after Ole fascinating Ames Room Exhibit at San Francisco’s Exploratorium. Still under construction, but nearly complete, the museum’s children’s ver-...
NOT JUST FUN AND GAMES: PAINTINGS, SCULPTURES CAN BE EDUCATIONAL

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

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.

111 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 Diffy, 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. Diffy 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 comprehensive one than in the past," Wolfsaid.

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 will create an even bigger draw for local schools than the museum has traditionally been.

"We book about 300 class visits every year," Wolff said. "Schoolsroll all over the county and even from 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 15th 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.

Morning workshops are 9:00 - 12:00

1. **Fonns of Beauty: Friedrich Froebel's Symmetry in Art**  
   Educator Lori Wolf, provides a sophisticated approach to arts instruction & integration using the techniques of early childhood specialist Fredrich 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 LA 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 major dance work, and engage in guided movement activities on the elements of dance.

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. 5th-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.

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

1 unit of Continuing Education credit available through Cal Poly Extended Education. Fonns available at Conference registration desk. Questions & Information call S. Duffy or K. Friend at 756-2935
Sources of Funds

The Central Coast Center for Arts Education expects to be primarily funded through grants with anticipated growth over the first five years being largely dependent upon its ability to secure external grants and generate workshop fee revenue.

Proposals submitted and under consideration by various agencies that would fund Center activities for 2004-2007 total more than $200,000. Another proposal being prepared in conjunction with the San Luis Obispo County Community Schools would, if funded, contribute an additional $285,000 to the Center's operating budget.

Line Item Notes:

1. Funds provided by the College of Liberal Arts are non-General Fund monies.

2. Funds being provided to assist with the start-up of the Center are non-General Fund monies that are administered by the Office of Research and Graduate Programs.

3. Fee income will be generated from workshops being offered to teachers in San Luis Obispo, Kern, Monterey and Santa Barbara Counties. We anticipate offering approximately 5-10 workshops in Year 1, 10 in Years 2 and 3, 10 workshops plus summer institutes in Years 4 and Year 5.

4. Although the budget reflects a modest level of anticipated grant income, our ability to obtain external funding over the last three years for Arts Education activities has been the impetus for the establishment of the Central Coast Center for Arts Education. External funding has averaged approximately $250,000 per year (See Awards attachment). It is anticipated that given our proven success with projects in art education and the stellar reputation we have established in our ability to provide professional development opportunities in the arts, we will continue to be awarded external funds to support the Center for Arts Education.

5. Anticipated year end balances will be utilized in future years and serves as a modest reserve for the Center.
Expenses will be adjusted based on the level of grant funding received and workshop fee income generated.

Line Item Notes:

6. The Director's time base is estimated to be equivalent to 4 WTUs per academic year.

7. Both Cal Poly faculty and independent contractors will be utilized as workshop leaders. Workshop leaders are nonnally paid at a rate of $500 per full day workshop. At times the rate is above this depending on the contractual fee and experience of the leader.

8. Staff support will be provided as needed. The slight increase each year reflects the added support of a student assistant.

9. Supplies and Services include such items as office supplies, xeroxing, phones, email, reprographics, postage, etc.

10. The Center will need to develop and design a logo to be used on all stationery, marketing materials, etc. This will be a one-time expense.
**Projected Budget. Central Coast Center for Arts Education**

<table>
<thead>
<tr>
<th>Line</th>
<th>Item</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td></td>
<td>Sources of Funds</td>
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<td>1</td>
<td>College of Liberal Arts</td>
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<td>3</td>
<td>Prof. Dev. Workshops (Fee Income)</td>
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<td>External grant funding (Anticipated)</td>
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<td>$45,000</td>
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<td>5</td>
<td>Prior Year Carryover</td>
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<td>$3,549</td>
<td>$3,121</td>
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<td></td>
<td>Total, Sources of Funds</td>
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<td>6</td>
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<td>$15,500</td>
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<td>Marketing (Center logo design)</td>
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<td>Fdn Admin Fee (5% of Total Expenses)</td>
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## Liberal Arts

<table>
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<tr>
<th>PI/IPDName</th>
<th>GDO#</th>
<th>Sponsor Name</th>
<th>Project Dates</th>
<th>Award Date</th>
<th>Amount</th>
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<tr>
<td>Duffy, Susan</td>
<td>01-095</td>
<td>CA Arts Council</td>
<td>02/01101 - 08/30102</td>
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<td>Duffy, Susan</td>
<td>02-006</td>
<td>California Post Secondary Education Commission</td>
<td>12/01101 - 09/30103</td>
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**Proposal Title**: The Cal Poly Arts in Education Program, 2001-2002  
**Summary**: A partnership of the Cal Poly Liberal Studies Department, the Children's Creative Project, and the Lucia Mar School District will provide enhanced opportunities in the arts to approximately 450 Cal Poly pre-service teachers, 45 in-service teachers and all 825 third-grade students in the Lucia Mar School District.

**Personnel**:  
Duffy, Susan  
Kathy Friend  
Donetta Rosson

**Funds Received**:  
Project # 47450  
02/01101 - 08/30102  
6112001  
$150,000

**Funds Received**:  
Project # 49690  
03/01102 - 11101102  
4/24/2002  
$6,000

**Notes**: This proposal is being submitted through "CAC Energy Education through the Arts" as a new task entitled: "A Joint Project of Cal Poly State University Liberal Studies Program and the Atascadero Fine Arts Academy" for a project period of 03/01102 - 06/30/02. Per RFP, if awarded the Sponsor will augment existing CAC contract.

**Funds Received**:  
Project # 54640  
02/01102 - 08/31103  
212112003  
$126,000

**Notes**: Request is for Second Year Funding  
**Notes**: Second Year Funding reduced by 5% ($126,000 - $6,811 = $119,189).  
End date extended to November 30, 2003.  
**Total Funds Received for # 01-095 to date**: $275,189

**Proposal Title**: Rural Schools Professional Development Project for Arts Education 2002  
**Summary**: 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 supplemental arts instruction or visiting guest artists. To work specifically with five schools that have anywhere from 52-75% of their students meeting state and federal guidelines for free and reduced lunch.

**Personnel**:  
Duffy, Susan  
Friend, Kathleen  
Kathleen Friend  
Donetta Rosson

**Funds Received**:  
Project # 55701  
12/01102 - 09/30103  
511412003  
$211,373

**Funds Received**:  
Project # 45310  
12/01101 - 11130102  
12/13/2001  
$211,373
Awards & Augmentations from 7/1/00 to 10/22/03

PI: Duffy

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Liberal Studies

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<th>Funds Received:</th>
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<th>3/4/2002</th>
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Notes: BUDGET:
Sponsor has augmented project with $6,000 for Year One to cover costs associated with this award.

Total Funds Received for # 02-006 to date: $428,746

Duffy, Susan 99-119 Institute for Educational Inquiry

Proposal Title: Arts and Teacher Education - Comprehensive Approach to the Arts

Summary:
The Arts and Teacher Education Project is an initiative of the Institute for Educational Inquiry (IEI), the National Network for Educational Renewal (NNER) and the Getty Education Institute for the Arts. This proposal is Cal Poly's "Comprehensive Approach to the Arts" (CAA) focusing on arts education in grades P-6. The four broad goals of CAA are: 1) assume leadership in establishing art education in a viable role in Cal Poly GE; 2) development of curricula and curricular materials for Cal Poly elementary teacher preparation students; 3) create teams of professionals including university faculty, partnership school administration/faculty, local artists, and arts organizations as collaborators in CAA; and 4) produce instructional materials for use in both university and elementary classrooms.

Personnel:
Duffy, Susan
Cichowski, Robert
Judith Gish, Video Specialist

Funds Received: Project # 50660 | 06/01/99 - 05/31/01 | 11/29/2000 | $20,000 |

Notes: This revision reflects receipt of second year funding award from sponsor. Requests for follow-on year support must be submitted with the annual year-end final report. Anticipated third year funding is dependent on satisfactory progress with the project.

Funds Received: Project # 45670 | 06/01/01 - 05/31/02 | 11/19/2001 | $20,000 |

3rd Yr Funding

Total Funds Received for # 99-119 to date: $60,000

Total Award Dollars: $743,935
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<td>Duffy, Susan</td>
<td>01-095</td>
<td>CA Arts Council</td>
<td>02/01101 - 11/130/03</td>
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*Title: The Cal Poly Arts in Education Program, 2001-2002*
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<td>Lilly, Susan</td>
<td>03-130</td>
<td>California Pizza Kitchen Foundation</td>
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<td>Lilly, Susan</td>
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<td>National Endowment for the Arts</td>
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<td>Lilly, Susan</td>
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<td>Lilly, Susan</td>
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<td>Carnegie Foundation for the Advancement of Teaching Project on Integrative Learning</td>
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<td>W. K. Kellogg Foundation for Agriculture Literacy via UC Davis</td>
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*Report Total: $1,925,459*