

ARED 281 Special Populations in Art Education-DEAdd-2017-05-09

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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Proposing Department/Unit*	Art Department	Contact Phone*	724-351-3521

Course Level*	undergraduate-level
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	ARED 281
Course Title*	Special Populations in Art Education
Type of Proposal*	<i>See CBA, Art. 42.D.1 for Definition</i> online
Brief Course Outline*	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>This course focuses on special populations as learners in multiple art education contexts including schools, community-based programs, and museums. This includes but is not limited to learners with special needs, English Language Learners, and learners across the life span. We will discuss Universal Design in education (UD), therapeutic art education contexts, and curriculum design for multiple learners. Students in ARED 281 will: (1) understand the relevance and importance of art education for all learners in multiple educational contexts; (2) actively discuss, explore and apply a variety of pedagogical approaches including disability aesthetics and Universal Design in education to support all learners; (3) develop practical classroom applications to be used in the teaching of art with special populations.</p>
Rationale for Proposal (Required Questions from CBA)	

<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</p>	<p>I taught a children's art course online for 4 years (at the University of Arizona) using d2l as the primary delivery method (2009-2012). I have been an Art Education faculty member at 3 universities since 2008, and was a preK-6 elementary art teacher from 2002-2008. My teaching and research is focused on elementary art education. I am currently teaching ARED 317 online.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</p>	<p>Through the completion of ARED 281 students will be able to:</p> <ol style="list-style-type: none"> 1. Critically and ethically assess approaches related to special populations in art education through reading responses and discussion board postings. <i>Students will be assessed according to the thoroughness of their postings and responses which are guided by prompts that reference specific sections of special education law pertaining to the arts and prior cases.</i> 2. Familiarize themselves with appropriate strategies, terminologies, and legalities for the implementation of various art resources, adaptations, and modifications in working with special populations. <i>Students will be assessed through the use of these terms and strategies in their written work, including their final Unit Plan.</i> 3. Develop research strategies that will allow for learners' application of art techniques and topics in multiple educational settings. <i>This assessment occurs within the students' Unit Plans. Unit Plans themselves will be assessed using the TECC standard normed rubrics (provided as an attachment to this proposal).</i> 4. Explore techniques for incorporating learners' personal and cultural histories within larger course goals, including the utilization of art museums, cultural centers, and historical societies. This includes an independent out-of-class visit to a Life Skills Art Class at Indiana Area High School or a pre-approved equivalent setting. <i>Students will be assessed upon the reflection they write in response to this visit, and the fluidity with which they incorporate what they found into their Unit Plan designs.</i> 5. Understand the importance of state and national visual art standards, and develop practical assessment techniques. <i>This will be evident in final Unit Plans.</i> 6. Synthesize outcomes 2-5 into a coherent art education unit, and present this unit to their peers using a Microteaching format in video conferencing. <i>Students will be assessed according to the attached TECC rubric.</i>
<p>How will the instructor-student and student-student interaction take place?* (if applicable)</p>	<p>Through written feedback offered in d2l assignment boxes, through online discussion forums, and through video conferencing technologies.</p>
<p>How will student achievement be evaluated?</p>	<p>The assignments remain consistent with the traditionally offered course. Those assignments are already submitted via d2l, and students are given feedback in this way. Assignments and rubrics will not change.</p>
<p>How will academic honesty for tests and assignments be addressed?*</p>	<p>The course does not include tests but does include original written assignments such as reading responses and lesson plans. While it is difficult to plagiarize these materials, use of technology within the d2l format to check for originality will be employed.</p>

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Please submit an ihelp if you have any questions <http://ihelp.iup.edu>