ARED 324 Special Populations in Art Education-NewCrs-2017-12-04

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Form Information

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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: <u>**ONLY**</u> 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

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Indicates a required field

Proposer*	Marissa McClure Sweeny	**Proposer Email***	marissa.mcclure@iup.edu
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Proposing Department/Unit*	Art	**Contact Phone***	724-357-2530

(A) Course Prefix*	ARED
(B) Course Number*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* 324
(C) Course Title*	Special Populations in Art Education
(D) Course Level*	undergraduate-level

(E) Cross Listed* Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing *Dual Listed = Courses listed at two levels,* *such as undergraduate and graduate,* *masters and doctoral, etc.*	*Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	 Class Hours per Week:3 Lab Hours: Credits:3

(I) Repeatable Course*
 	
This is for courses that can be
 	
Repeated multiple times e.g. Internship
	NO
	
	If YES, please complete the following:
	
	      Number of Credits that May be Repeated:
	
	      Maximum Number of Credits Allowed to be Repeated:

(J) Prerequisite(s)	ARED 315
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course*

(L) Additional Information	*Check all that apply. Note: Additional documentation will be required*
	* Teacher Education: Please complete the Teacher Education section of this form (below)
	* Liberal Studies: Please complete the Liberal Studies section of this form (below)
	* Distance Education: Please complete the Distance Education section of this form (below)
	distance-education
(M) Recommended Class Size	YES
	Number (Enter Zero if No):20
	If YES: (Check one of the following reasons and provide a narrative explanation)
	Explain (required):
	Because this course involves collaboration with local organizations, space is limited.
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.*
	Focuses on special populations as learners in multiple art education contexts including schools, community-based programs, and museums. Includes but is not limited to learners with special needs, English Language Learners, and learners across the life span. Examines Universal Design in education (UD), therapeutic art education contexts, and curriculum design for multiple learners.
(O) Student Learning Outcomes* (SLO) For Each Outcome Describe How the Outcome Will Be Measured	

These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes

If dual listed, indicate additional learning objectives for the higher level course. **Hit Tab to add additional lines**

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Analyze the relevance and importance of art education for all learners in multiple educational contexts	Students' contributions to online and in class discussions using prompts developed from our readings. Students are required to both post and to respond to others' postings prior to each class meeting.
2	Apply a variety of pedagogical approaches including disability aesthetics and Universal Design in education to support all learners	Project One (described more thoroughly below). **PART ONE: QUESTIONS & RESEARCH** The first part of Project One is to choose to respond to the **Discussion Prompts & Questions** for application that appear after each case example in Chapter 1 of *Including Difference*. You may choose the topic/case that is of most interest to you. ***Please choose a case that is different from the one you chose for our discussion forum.*** Please answer each question thoroughly. Your answers should be at least one half page each (for a total of one typed page). In your answer, please make reference to one of the resources included with this project description. These resources include examples of classroom-based accommodations for a variety of learners. Please cite the resource that you chose to consult. **PART TWO: HANDOUT** The second part of Project One is to create a one-page handout to share with your classmates that is based upon the ways in which you answered the questions in Part One. This handout should include the accommodation(s) you chose as an answer to your discussion question. The purpose of this handout is to participate in a Jigsaw-like learning experience (https://www.jigsaw.org) whereby we begin to assemble a catalogue of resources that we will utilize for our curriculum design process and that you can further utilize in your teaching practice. You will need to submit your project and your handout as two separate documents in the d2l dropbox.
3	Create practical classroom applications to be used in the teaching of art with special populations.	Unit Plan (described more thoroughly below). Unit Plans will be assessed using the CAEP approved Unit Plan Rubric. *Please use the Unit Plan Template;* *You will need a theme, issue, or concept that forms the "big idea," or* **rationale** *for your Lesson Plan ~ this theme, issue, or big idea should be somehow related to an* **art process** *(i.e., a studio process)* **AND** *a* **contemporary artist** *or a work of contemporary art (e.g., an artist who is currently living and creating art).* *Each Lesson Plan must include a* **rationale** *in which you share the theme/issue/concept you have chosen and why you feel it is significant. This should be a small paragraph (3-4 very specific sentences);* *The rationale must be followed by a series of* **THREE** *learning outcomes that you will directly link to core arts standards. Please use bullet points and "action" words (i.e., WHAT will students do?) for your learning outcomes and for your assessment strategies (i.e., WHAT have students done? HOW do you know?);* *Include at least* **TWO** *relevant National Core Arts Standards that are tied to the grade level you choose. You may choose any grade level, preK-12. Please note that the Standards you use might reflect the capacity level of the class and/or special population and not necessarily the grade level;* *Inclusion of the work of at least* **ONE** *contemporary, living artist and at least* **ONE** *images, media piece, etc. for discussion. You must include specific titles, dates, artists/authors and sources for each image/media piece you plan to share with learners (e.g., books, images, original art pieces). You must include either an image of or a link to each of these resources in your Lesson Plan. If you choose to make a PowerPoint or other presentation, please include your PowerPoint with the curriculum design overview as an attachment;* *For your final "presentation," you will engage your participants (our classmates) in the lesson plan that you have chosen in a variation of a microteaching. Microteaching involves presenting short lessons (micro lessons) to a receptive audience/participants in order to receive feedback from the audience and participants. For this microteaching, you will choose* **ONE** *aspect of your lesson plan upon which to focus. You will have approximately* **10 minutes** *to microteach your lesson to your classmates using video conferencing technology.*

(P) Brief Course Outline*	*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*

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.

Course Requirements:

1. 1.   <u>Seven Discussion Posts and Post Responses</u>: You will be expected to post either a question or a resource responding to course readings and media and respond to a classmate's posting, for a total of **SEVEN** posts and **SEVEN** responses to the dated online discussion boards during the fifteen weeks of the course. No make-up posts will be accepted. **Discussion questions that you must address in your posts will be provided and posted for each reading.** The purpose of the posts is for you to synthesize issues presented in the readings, and to make direct connections between theory, research, and practice. Preparation for these posts includes thoughtfully reading and reflecting upon the course readings and their relevance to your current or future practice and experiences as an art educator. Each post and response is worth 10 points (5 points per post, and 5 points per response) of your course grade, for a total of 70 points.

1. 2.   <u>Project One</u>: Project One accounts for 25 points of your course grade, and will provide a foundation upon which your Unit Plan will be built.

1. 3.   <u>A Unit Plan</u>: Throughout the course of the semester, you will independently work to develop a **Universal Design in Learning (UDL)** Unit Plan that must explore a theme or issue through a series of involvements that engage learners in artistic and critical dialogue about **contemporary** works of art and in meaningful studio activities and inquiries. **Your Unit Plans must be based on a concept, issue, or theme that arises from your own artistic interests and Project One and must involve learners in contemporary art-making processes.** You are expected to do significant independent research concerning the artists, themes, concepts, and processes you present and to make extensive use of library resources, campus resources, and community resources.

Required Texts:

Required texts are available for purchase at the CO-OP Book Store:

* Kraft, M. & Keifer-Boyd, K. (2013). *Including difference: A communitarian approach to art education in the least restrictive environment*. Reston, VA: NAEA Press.

Supplemental/Recommended Books:

Supplemental and recommended books are available on a reserve basis in the Art Education reading room, and for purchase in the CO-OP Store. Supplemental texts include:

* Fountain, H. (2014). *Differentiated instruction in art*. Worcester, MA: Davis Publications.
* Hunter, A., Heise, D., & Johns, B. (2018). *Art for children experiencing psychological trauma*. New York, NY: Routledge.
* Martin, N. (2009). *Art as an early intervention tool for children with autism*. Philadelphia, PA: Jessica Kingsley Publishers.

Course Outline (our course outline is subject to change with advance notice)

<u>week one: introduction</u>

Day 1: introduction to course overview, outcomes, and expectations, weekly response expectations and guidelines

Day 2: view *Disabling segregation: Dan Habib TED Talk (Course Media & Resources)*

<u>week two: including difference in art education</u>

weekly reading: Kraft & Keifer-Boyd, *Chapter 1*

Day 1: **introduce: Project One**

Day 2: view *The Benefits of Inclusive Education (Course Media & Resources)*

Discussion Post & Response 1 DUE

week three:

weekly reading Kraft & Keifer-Boyd, *Chapter 2*

Day 1: discuss Kraft & Keifer-Boyd, *Chapter 1*

Day 2: view *Including Samuel (Course Media & Resources)*

Discussion Post & Response 2 DUE

week four:

weekly reading Kraft & Keifer-Boyd, *Chapter 3*

Day 1: discuss Kraft & Keifer-Boyd, Chapter 2

Day 2: *view NeuroTribes and Autism Speaks: 5 Video Simulations to Help You Experience Sensory Overload (Course Media & Resources)*

Project One DUE Friday at 5 PM

week five:

weekly reading Kraft & Keifer-Boyd, *Chapter 4*

Day 1: discuss Kraft & Keifer-Boyd, *Chapter 3*

Day 2: *Project One Feedback Received*

Discussion Post & Response 3 DUE

week six:

no weekly reading

Day 1: **introduce Unit Plan**

Day 2: No Class, **PAEA Conference 2018, Harrisburg**

week seven:

weekly reading Kraft & Keifer-Boyd, *Chapter 5*

Day 1: discuss Kraft & Keifer-Boyd, *Chapter 4*

Day 2: first visit to the Indiana Area High School Life Skills Art Class

Discussion Post & Response 4 DUE

week eight:

weekly reading Kraft & Keifer-Boyd, *Chapter 6*

Day 1: discuss Kraft & Keifer-Boyd, Chapter 5

Day 2: Unit Plan: Universal Design in Learning (UDL)

Discussion Post & Response 5 DUE

week nine: the disability arts movement

weekly reading Jennifer Eisenhauer (PDF Download)

Day 1: discuss Kraft & Keifer-Boyd, Chapter 6

Day 2: view *CRUTCH Documentary Trailer, Petra Kuppers Performance, Carrie Sandahl Blackmarket 17, & Mary Duffy Speech (Course Media & Resources)*

Discussion Post & Response 6 DUE

week ten: art for children experiencing psychological trauma

weekly reading Heather Fountain (PDF Download)

Day 1: discuss Eisenhauer

Day 2: Unit Plan: Understanding Assistive Technology

Discussion Post & Response 7 DUE

week eleven: LGBTQ trauma + art education

weekly reading Lisa Kay (PDF Download)

Day 1: discuss Heather Fountain

Day 2: Unit Plan in-class work time

Discussion Post & Response 8 DUE

week twelve: creating a safe and supportive classroom environment

weekly reading Mindi Rhoades (PDF Download)

Day 1: discuss Lisa Kay

Day 2: view *In My Language & Carly's Voice (Course Media & Resources)*

Discussion Post & Response 9 DUE

Unit Plan First Draft DUE Friday at 5PM

week thirteen: Thanksgiving Break

week fourteen:

weekly reading Beverly H. Johns, Donalyn Heise, & Adrienne D. Hunter (PDF Download)

Day 1: discuss Mindi Rhoades

Day 2: Unit Plan in class work time

Unit Plan First Draft Feedback Received

Discussion Post & Response 10 DUE

week fifteen:

no weekly reading

Day 1: discuss Beverly H. Johns, Donalyn Heise, & Adrienne D. Hunter

Day 2: Unit Plan in class work time

Unit Plan FINAL DRAFT DUE Friday at 5 PM

Final Exam

Rationale for Proposal

(Q) Why is this Course Being Proposed?*	Special Populations in Art Education has been offered for two consecutive Fall semesters (2016 and 2017) as an ARED 281 Special Topics Course. The course has been successful and has served both Art Education majors as a major elective as well as students from Studio Art and Criminology. The course is a part of the program revision we are currently undertaking in the Art Education program. This revision is designed to address the needs of current students, aid in retention, strengthen relationships with the local community, and make the Art Education program more contemporary and dynamic. The course addresses a growing area of the field of Art Education, and a primary concern for students preparing to teach in traditional school and community and museum based contexts. Based on feedback from current students, teaching Special Populations is one of their top three primary concerns. It additionally serves students who are interested in therapeutic uses of art in multiple settings including but not limited to hospitals, prisons, and youth centers. A significant number of Art Educators nationwide pursue teaching in these contexts outside of the traditional P-12 public school teaching context. We expect the field of Special Populations to continue to experience growth. Additionally, the course highlights our local partners with visits to the Life Skills Art Class at Indiana Area High School and various programs at IRMC.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* We would like to make the current ARED 281 Special Topics course into a permanent Art Education elective. The 281 has been taught successfully in two concurrent Fall semesters.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Free Elective Required Elective If Other, please explain:
(T) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment:
(U)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	YES Please Provide Comment: The course involves collaboration with both on-campus and off-campus organizations including but not limited to Best Buddies, the University Museum, Indiana Area School District, and IRMC.
(V) Who is the Target Audience for the Course?*	Department Elective Course Designed for Majors Other If Other, please explain: The course could serve as a Free Elective for students in other major areas with interest in the content.
(W) Implications for Other Departments*	A. What are the implications for other departments? *(For Example: overlap of content with other disciplines, requirements for other programs)* B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?

(X) Attach Supporting Documents for Implications, if Necessary	**File** **Modified**
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

Distance Education Section

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

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course has previously been approved for Distance Education** distance-education
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*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* *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.*

Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	<table><tr><th>Course SLO #</th><th>How outcome is assessed using Distance Education Technologies</th></tr><tr><td>1</td><td></td></tr><tr><td>2</td><td></td></tr><tr><td>3</td><td></td></tr></table>

How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **and assignments be addressed?**	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply) **Section 1**	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the competencies(s) that apply - must meet at least one*
How does this course fit into the **designation you indicated above?**	
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)** Map the Course Outcome to the **ESULO's**	*Map each course outcome to as many of the characteristics of the EUSLO's that apply. Fill in the course outcome number.* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	Course SLO #
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	

	• the interrelationships within and across cultures & global communiites	
	• the interrelationships within and across disciplines	
	Empowered Learners demonstrate:	**Course SLO #**
	• effective oral and written communication abilities	
	• ease with textual, visual and electronically-mediated literacies	
	• problem solving skills using a variety of methods and tools	
	• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
	• the ablity to transform information into knowledge and knowledge into judgement and action	
	• the ability to work within complex systems and with diverse groups	
	• critical thinking skills including analysis, application and evaluation	
	• reflective thinking and the ability to synthesize information and ideas	
	Responsible Learners demonstrate:	**Course SLO #**
	• intellectual honesty	
	• concern for social justice	
	• civic engagement	
	• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
	• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured

(note should mirror (O) Student Learning

Outcomes* (SLO) from the course

proposal

Course SLO #	Assessment Tool to be used to measure the outcome
1	
2	
3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. Please answer the following questions.	
Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu