

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</i></p> <p><i>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>

<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-</p>
	<ol style="list-style-type: none">1.2.3.4.5.6.