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: <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 *<u>DRAFT</u>* is in yellow at the top of the proposal

Fourth Step: Click on "   (   ) and start completing the template. When exiting or when done, click

(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)*
(M) Recommended Class Size	YES Number (Enter Zero if No):20 If YES: (Check one of the following reasons and provide a narrative explanation) Pedagogical Explain (required): This course requires out-of-class work in collaboration with local community-based and museum art education organizations and /or programs. Therefore, 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.* Examines theories, issues and practices related to art education within community-based and museum settings. Includes art and children's museums, community art programs, after school programs, public and collaborative art programs, and emerging organizations, programs, and resources. In these settings, art educators work with a diversity of learners that may include children, adults, community activists and cultural workers, as well as with a diversity of art processes and media. Examines relationships between theory and practice and collaborates with community and museum-based organizations.
(O) Student Learning Outcomes* For Each Outcome Describe How the Outcome Will Be Achieved	*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.* Students will be able to: 1. Explore definitions of community-based and museum art education *Assessed through the Initial Self-Reflection and Plan of Action projects - - the Plan of Action requires students to research and to share their findings about two self-selected regional community-based and/or museum art education programs* 2. Understand the roles of educators and learners in community-based and museum art education settings *Assessed through the Plan of Action that requires students to identify two goals for their community work based in these understandings* 3. Analyze relationships between resistance, action, and change and what these relationships mean to and for community-based art education *Assessed through participation in reading responses and guided class discussions. Students are given three prompts for each course reading and musso relationssso relatie levels* 4. 5.
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- Students will participate, along with a small group of their peers, in a community-based and/or museum-based project throughout the course of the semester. Community work includes four assessed projects: An Initial Self-Reflection, a Plan of Action, Documentation of curriculum and teaching, and a Reflection. Community work will involve a minimum of 10 out-of-class hours working in collaboration with a community organization, and in-class meetings will be adjusted as necessary (i.e.,
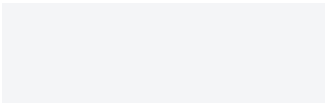

Rationale for Proposal

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
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)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
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