

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**

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<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>distance-education</p>
<p>(M) Recommended Class Size</p>	<p>YES</p> <p>Number (Enter Zero if No):20</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p> <p>Because this course involves collaboration with local organizations, space is limited.</p>
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>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.</p>
<p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</p>	



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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

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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

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week six:

no weekly reading

Day 1: **introduce Unit Plan**

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

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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

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week nine: the disability arts movement

weekly reading Jennifer Eisenhauer (PDF Download)

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

Day 2: view

Discussion Post & Response 6 DUE

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week ten: art for children experiencing psychological trauma

weekly reading

<p>(Q) Why is this Course Being Proposed?*</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>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.</p>
<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Free Elective Required Elective</p> <p>If Other, please explain:</p>
<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p>
<p>(U) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>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.</p>
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Department Elective Course Designed for Majors</p> <p>Other</p> <p>If Other, please explain:</p> <p>The course could serve as a Free Elective for students in other major areas with interest in the content.</p>
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>

<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<p style="text-align: center;">File Modified</p> <hr/>
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>

Distance Education Section

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

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