



**ROCHESTER INSTITUTE OF TECHNOLOGY  
COURSE OUTLINE FORM**

**COLLEGE OF IMAGING ARTS & SCIENCES**

**School of Art**

**New COURSE:** CIAS-ARED-702-Inclusive Art Education: Teaching Students with Disabilities in the K12 Art Classroom

**1.0 Course Designations and Approvals**

<b>Required course approvals:</b>	<b>Approval request date:</b>	<b>Approval granted date:</b>
Academic Unit Curriculum Committee	1/13/11	1/14/11
College Curriculum Committee	3/14/11	3/25/11

<b>Optional designations:</b>	<b>Is designation desired?</b>	<b>*Approval request date:</b>	<b>**Approval granted date:</b>
General Education:	<input checked="" type="checkbox"/>		
Writing Intensive:	<input checked="" type="checkbox"/>		
Honors	<input checked="" type="checkbox"/>		

**2.0 Course information:**

<b>Course title:</b>	Inclusive Art Education: Teaching Students with Disabilities in the K12 Art Classroom
<b>Credit hours:</b>	3
<b>Prerequisite(s):</b>	None
<b>Co-requisite(s):</b>	None
<b>Course proposed by:</b>	Professor Carole Woodlock
<b>Effective date:</b>	Fall 2013

	<b>Contact hours</b>	<b>Maximum students/section</b>
Classroom	3	15
Lab		
Studio		
Other-Homework	6	

**2.a Course Conversion Designation\*\*\* (Please check which applies to this course).**

	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to:
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:

X	New
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**2.b Semester(s) offered (check)**

Fall X	Spring	Summer	Other
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All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

**2.c Student Requirements**

<b>Students required to take this course:</b> (by program and year, as appropriate) Graduate Students in MST Visual Arts-All Grades
<b>Students who might elect to take the course:</b> Other graduate students with permission from the instructor

**3.0 Goals of the course**

<p>3.1 To understand the needs of particular groups of students such as those with special needs, gifted and talented students, and students for whom English is not the first language and to plan appropriate instruction inclusive of all students.</p> <p>3.2 To recognize the stages of development in art making and response to art are general models, and that each student, regardless of age, progresses on an individual basis in achieving art competencies, and to insightfully probe and observe student work to understand individual differences that exist in the classroom.</p> <p>3.3 To recognize the importance of helping students learn how to make, manipulate, and modify symbols as an integral part of the arts education curriculum.</p> <p>3.4 To prepare teachers to utilize new technologies throughout their teaching and learning experiences.</p> <p>3.5 To learn to identify students' strengths and weaknesses and understand how these strengths and weaknesses impact performances in the visual arts;</p> <p>3.6 To expand the repertoire of instructional strategies for making art more accessible for students with disabilities;</p> <p>3.7 Explore different ways that art teachers and special educators can collaborate to better meet the needs of students with disabilities;</p> <p>3.8 To prepare excellent teachers of the visual arts (Birth-12) who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences.</p> <p>3.9 To prepare teachers of art to be life long learners, and supportive of the multiple needs of the children in their classroom.</p> <p>3.10 Enable students to make valuable contributions to their professions; communicate effectively and utilize creativity, critical thinking innovative problem solving, aesthetic understanding, cross-disciplinary study and cultivate social responsibility.</p>
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**4.0 Course description**

**Course Number:** ARED-702

**Course Name:** Inclusive Art Education: Teaching Students with Disabilities in the K12 Art Classroom

**Short Course Title:** Inclusive Art Education

**Prerequisites:** None

**Classroom 3, Studio 0, Credit 3, Fall**

This course focuses on how to promote equity in art education K-12 for students with disabilities. Art Educators are expected to be able to understand the diverse learning needs of all students. Students in this course will discover how to adapt their own curricula and collaborate with special needs teachers to help students succeed in the art classroom. Through course work and field experience students will build a foundation of knowledge for working with children and youth with special needs. Students will develop new instructional strategies for making visual art more accessible for students with exceptionalities. Students will develop a plan to incorporate accessibility strategies into their daily teachings. In a seminar format, the students realize the course objectives through participatory means. Students are expected to write critical essays, conduct research and field experience, and to participate in weekly small and large format discussion groups. On-line technology is utilized in addition to lectures, videos, and other forms of media. This course has a field experience component of 20 hours.

#### **5.0 Possible resources (texts, references, computer packages, etc.)**

- 5.1 Nyman, A. L., & Jenkins, A. M. (Eds.). (1999). *Issues and approaches to art for students with special needs*. Reston, VA: National Art Education Association.
- 5.2 Gerber, B. L., & Guay, D. M. (2006). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association.
- 5.3 Gardner, H. (1990). *Art Education and Human Development*. California: The Getty Center for Education in the Arts.
- 5.4 La Pierre, D & Zimmerman, E. (Eds.) (1997). *Research Methods and Methodologies for Art Education*. Reston, Virginia: NAEA.
- 5.5 Kindler, A. (Ed.) (1997). *Child Development in Art*. Reston, Virginia: NAEA.
- 5.6 Efland, E. (2002). *Art and Cognition: Integrating the visual arts in the curriculum*. Columbia University, New York: Teachers College.
- 5.7 Klein, S. (Ed.) (2003). *Teaching Art in Context: Case studies for preservice art education*. Reston, Virginia: NAEA.
- 5.8 Golomb, C. (2004). *The Child's Creation of a Pictorial World*. New Jersey: Lawrence Erlbaum Associates.
- 5.9 Szekely, G. (2006). *How Children Make Art: Lessons in creativity from home to school*. New York: Teachers College Press.
- 5.10 Bronson, P. (2009). *NurtureShock: New thinking about children*. New York: Hachette Book Group.
- 5.11 Donahue, D. & Stuart, J. (Eds.) (2010). *Artful Teaching: Integrating the arts for understanding across the curriculum, K-8*. New York: Teachers College Press.
- 5.12 Galinsky, E. (2010). *Mind in the Making: The seven essential life skills every child needs*. New York: Harper Collins.
- 5.13 On-line resources and relevant periodicals in Art and Education such as: *Art Education, Studies in Art Education, Journal of Aesthetic Education, School Arts,*

*Arts Journal, The International Journal of Art & Design Education, Journal of Child Psychology and Psychiatry, National Association for the Education of Young Children, Journal of Early Childhood research, Child Development, and the International Journal of Education & the Arts.*

## 6.0 Topics (outline):

6.1	Overview of the categories of disabilities; and what those disabilities look like in a classroom
6.2	Identification of and remediation of disabilities
6.3	The special education process and state and federal special education laws and regulations
6.4	What does the CSE look like and what is expected when you attend a meeting
6.5	Effective practices for planning and designing co-teaching and collaboration with peers
6.6	Individualizing instruction; and differentiating instruction in the regular educational classroom
6.7	Applying positive behavioral supports and interventions to address student and classroom management needs
6.8	Analysis of the IEP document
6.9	Translating the special education acronyms
6.10	Strategies for working with additional staff related to special education students in your art classroom
6.11	Explore different ways that art teachers and special educators can collaborate to better meet the needs of students with disabilities
6.12	Develop a plan for incorporating accessibility strategies into your art curricula and daily teaching practices
6.13	Curriculum development through action research and arts-based research

## 7.0 Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment Method
7.1 Generate metacognitive understanding of the categories of disabilities and what those disabilities look like in the classroom	Exam, Assignments
7.2 Demonstrate knowledge of State and Federal special education laws	Exam, Assignments
7.3 Observe 20 of the required 100 hours of Field Experience with guided assignments on course topic	Field Experience Log book.
7.4 Stretch and explore self-knowledge of learners and their needs, with attention to students with exceptionalities	Assignments
7.5 Use reflective practice as a tool to understand issues related to special needs	Project
7.6 Develop research skills supported with technology	Project, Assignments
7.7 Envision curriculum design to support an inclusive art education classroom	Project, Critique
7.8 Design, implement and conduct an inquiry using a case study research method	Project, Presentation

7.9	Demonstrate effective communication skills	Presentation and Assignments
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**8.0 Program outcomes and/or goals supported by this course**

8.1	To meet the NAEA professional standards for visual arts educators and teacher preparation programs.
8.2	To align with the goals of the New York State Learning Standards in the Visual Arts.
8.3	To meet the TEAC (Teacher Education Accreditation Council) goals for a Teacher Preparation Program in the Visual Arts K-12.
8.4	To prepare teachers to promote the well being of all students.
8.5	To work towards excellence in teacher standards as outlined by state and national organizations in art and education.
8.6	To prepare teachers as leaders and advocates for the teaching of visual art education in the classroom environment.
8.7	To prepare teachers of art to be lifelong learners, and supportive of the multiple needs of the students in their classroom.
8.8	To prepare teachers to utilize new technologies throughout their teaching and learning experiences.
8.9	To prepare excellent teachers of the visual arts who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences.

**9.0 General Education Learning Outcome**

N/A

**10.0 Other relevant information** (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

10.1	Plug-and-Go classroom
10.2	Field experience component of 20 hours