# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **arte 301: Art education Concepts and contexts**  |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course:** **creation** |
| A.3. [Originator](#Originator) | **Rebecca Shipe and Cheryl Williams** | [Home department](#home_dept) | **Art Department** |
| A.4. [Context and Rationale](#Rationale)  | **The FSEHD is undergoing an expansive redesign of teacher preparation programs in order to further strengthen programs and to respond to Rhode Island Department of Education (RIDE) accreditation standards and new regulations.** **As part of this redesign, the Art Education Program proposes creating ARTE 301: Art Education Concepts and Contexts, which will eventually replace the existing ARTE 303: Introduction to Art Education, as a requirement for Art Education students, beginning with students entering RIC in Fall of 2019.** **Significant distinctions between the proposed ARTE 301 and the existing ARTE 303 include the following:**1. **ARTE 301 will further promote disciplinary literacy through a more in-depth exploration of a variety of philosophical approaches to art education and beginning development of students’ personal art teaching philosophies.**
2. **ARTE 301 will explicitly address how art education relates to social justice education and introduce concepts related to self-reflexive, culturally responsive teaching practices.**
3. **ARTE 301 will update art content to include multicultural, global, post-modern, and contemporary perspectives on art and visual culture.**
4. **ARTE 301 will include video analysis of peer teaching conducted during class time.**
5. **ARTE 301 will include 20 clinical practice hours of on-site observations of PK-12 art teaching and learning in a diversity of school settings. (ARTE 303 required 10 clinical practice hours.)**

**Rationale: Items listed above respond to the Feinstein School of Education and Human Development’s (FSEHD) revised vision, mission, and candidate outcomes, the National Art Education Association (NAEA) Professional Standards for Visual Arts Educators, and the Rhode Island Department of Education (RIDE) Initiatives, program accreditation standards, and new regulations.**  |
| A.5. [Student impact](#student_impact) | **Placing greater emphasis on these critical areas and updating art education course content will provide a more solid foundation that responds to the field’s current needs, and ultimately better prepare students for future art education coursework, field experiences, and professional success as PK-12 art teachers.****Increasing the number of field experience hours will require significant additional time outside of the classroom.** |
| A.6. [Impact on other programs](#impact)  | None |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | None |
| [*Library*:](#library) | None |
| [*Technology*](#technology) | None |
| [*Facilities*](#facilities): | None |
| A.8. [Semester effective](#Semester_effective) | Fall, 2019 | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **ARTE 301** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Art Education Concepts and Contexts** |
| B.4. [Course description](#description)  |  | **Students are introduced to the field of art education. Concepts of art teaching and learning, artistic development, and a diversity of contexts for art education are investigated. Includes clinical experiences.**  |
| B.5. [Prerequisite(s)](#prereqs) |  | **ART 105 and ART 114 – and either ART 231 or ART 232.**  |
| B.6. [Offered](#Offered) |  | **Fall and Spring** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter Grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Seminar | Small group | Studio | Fieldwork | Guest presentations | Video Analysis** |
| B.12.[Categories](#required) |  | **Required for major/minor | Required for Certification** |
| B.13. Is this an Honors course? |  | **No** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **No** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance, Class participation, Completion of Field Experience Hours, Papers, Projects, Other Assignments** |
| B.16. [Redundancy statement](#competing) |  | **N/A** |
| B. 17. Other changes, if any |  |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| 1. **Identify key characteristics that define a variety of philosophical approaches to art education (both historical and contemporary) that alternatively emphasize the learner, the content of art, or societal goals. Reflect on their personal philosophy of art education.**
 | **\*RIPTS:** **1,2,3****\*\*NAEA:PSVAE:****1,2,3,4,5****\*\*\*FSEHD:** **1,2,4** | **Class participation, Reading Responses, Assignments**  |
| 1. **Define the professional dispositions of an effective artist, teacher, researcher, advocate and leader, and begin to employ self-reflective strategies to develop these dispositions.**
 | **RIPTS:** **2,10,11****NAEA: PSVAE:****1,2,3,4,5,7,8****FSEHD:** **1,2,3,4,6** | **Class participation, Reading Responses, Assignments** |
| 1. **Demonstrate a variety of strategies for translating art content into developmentally appropriate, student-centered art lessons for PK-12 learners.**
 | **RIPTS:** **1,2,3,4,5,6,8,9****NAEA: PSVAE:****1-8****FSEHD:** **1,2,4,6** | **Class participation, Reading Responses, Artistic and Holistic Development Portfolio** |
| 1. **Identify how art education can promote: artistic development and overall holistic growth, enhanced visual literacy and aesthetic sensitivities, increased opportunities for personal expression and engagement with others, and development of creative problem solving skills; and a greater appreciation for human and cultural diversity and potentially address social justice education goals.**
 | **RIPTS:** **1,2,3,4,5,6,8,9****NAEA: PSVAE:****1-8****FSEHD: 1,2,4** | **Class participation, Reading Responses, Artistic and Holistic Development Portfolio**  |
| 1. **Identify ways to cultivate positive, respectful, and productive art classroom learning environments.**
 | **RIPTS:** **3,4,6,7,8,9****NAEA: PSVAE:****1,2,3,4,5,7,8****FSEHD:** **1-4** | **Video Observation/Analysis, Class participation, On-Site Observation Reflections** |
| 1. **Observe, compare, and analyze a variety of art teaching practices in action, as observed in a diversity of PK-12 art teaching contexts and videos and video clips, and relate these real life and digital observations to professional teaching standards.**
 | **RIPTS:** **2,4,5,6,8,9****NAEA: PSVAE:****1,2,3,4,5,7,8,10****FSEHD:** **1-6** | **Video Observation/Analysis, Class participation, On-Site Observation Reflections** |
| 1. **Understand the importance of art education for all PK-12 learners, and demonstrate how to generate support from valuable stakeholders.**
 | **RIPTS:** **1,2,3,4,5,7,8,9,10,11****NAEA: PSVAE:****1,2,3,4,5,7,8,10,11****FSEHD:** **1-6** | **Class participation, Reading Responses, Assignments** |

\* RIPTS - Rhode Island Professional Standards

\*\* NAEA: PSVAE - National Art Education Association’s Professional Standards for Visual Arts Educators

\*\*\* FSEHD - Feinstein School of Education and Human Development Student Outcomes

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| **1.** **Welcome and** **Introduction to the Field of Art Education** a. Introduce Self-Reflexivity: Create and Share Visual Depiction of Personal Journey b. Document Personal Reflections on Art Teaching and Learning**2.** **Translating Teaching and Learning Ideals into the PK – 12 Art Classroom** a. Compare Recent Paradigms in Art Education  b. Review and Apply Rhode Island Professional Teaching Standards to Art Educators c. Discuss the Process of Developing a Personal Art Teaching Philosophy**3.** **Examining the History of Art Education**  a. Movements in Art Education in America from the 19th to 20th Century  b. Changes in Art Education in America in the 21st Century c. Samples of Global Perspectives on Art Education c. Social Justice and Art Education **4.** **Introduction to Artistic and Holistic Development (AHD) and Art Education Advocacy** a. Overview of AHD and the Mark Making Stage in *Creating Meaning through Art* textbook b. Pink’s *A Whole New Mind,* NAEA’s *Learning in a Visual Age***5.** **AHD (Continued), Introduction to the National Visual Arts Standards, Developing Lesson Ideas** a. The Early Symbol Making Stage in *Creating Meaning through Art* textbook b. Using the NVAS to guide art lesson ideas**6.** **AHD (Continued) and Additional Professional Standards** a. The Symbol Making Stage in *Creating Meaning through Art* textbook b. Applying Technology Standards (ISTE), 21st Century Skills to Art Education **7.** **AHD (Continued), Developing Student-Centered Art Lessons, Applying RIPTS to Field Observations** a. The Emerging Expertise Stage in *Creating Meaning through Art* textbook b. Identifying evidence of the RI Professional Teaching Standards (RIPTS) during classroom observations of  PK-12 art teaching and learning in action**8.** **AHD (Continued), Art Education Advocacy, Overview of Data-Driven Instruction and Assessment**  a. The Artistic Challenges Stage in *Creating Meaning through Art* textbook b. NAEA Advocacy Resources  c. Introduction to Data-Driven Instruction and Assessment **9.**  **Diversity of PK-12 Art Education Contexts and Art Teaching Practices** a. Group Observation of Critical Art Education Site and Group debriefing/discussion b. Discussion of analysis and response to individual observations of art teaching and learning. **10. AHD (Continued), Reflective Practitioner Strategies**  a. The Artistic Thinking Stage in *Creating Meaning through Art* textbook b. Visual journals, review self-flexivity, addressing unconscious biases**11. Inquiry Strategies for Responding to Art** a. Feldman’s Framework for Engaging with Art, variations of this framework, Visual Thinking Strategies b. Readings in *Creating Meaning through Art* textbook  **12.** **Visual Storytelling and Culturally Responsive Teaching** a. Readings in *Creating Meaning through Art* textbook b. Readings in Culturally Sensitive Art Education in a Global World**13.** **Artistic Strategies, Interdisciplinary Connections, Arts Based Research** a. Readings in *Creating Meaning through Art* textbook b. Additional readings TBA**14. Setting professional growth goals as art educators** a. Options for goals and initiatives toward ongoing professional growth as art educators b. Strategies for growth in agency as artists, teachers, researchers, advocates, and leaders in art education |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Rebecca Shipe | Program Coordinator, Art Education |  |  |
| Doug Bosch  | Chair, Art Department |  |  |
| Lesley Bogad | Chair, Educational Studies Department |  |  |
| Julie Horwitz or Gerri August | Co-Dean, Feinstein School of Education and Human Development  |  |  |
| Earl Simson | Dean, Faculty of Arts and Sciences |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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