# 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.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **arte 302 Art CURRICULUM DESIGN AND ASSESSMENT** | | | |  |
| [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 302: Art Curriculum Design and Assessment, a new course, which will be a requirement for students entering RIC in Fall of 2019.**  **This course will focus primarily on the following topics:**   1. **Curriculum frameworks for art education, with an emphasis on interpreting and applying the RIDE-endorsed National Visual Arts Standards to art lesson planning and art curriculum planning;** 2. **Developing art lesson plans using the revised FSEHD lesson plan template with some Art Education added components – and practice teaching of these lessons during class time, with video analysis of students’ teaching imbedded in the analysis of and reflection on these beginning teaching experiences;** 3. **Hands-on investigations of a variety of art media, materials, and tools appropriate for PK-12 art education contexts;** 4. **Engaging learners in multiple strategies for analyzing, interpreting and responding to art, craft, design, media arts, and visual culture;** 5. **Activating the following critical areas: data-driven instruction, classroom management, working with families/parents, incorporating technology in art instruction and assessment;** 6. **Observing (as a group during class time and independently outside of class) art educators who model art teaching, in such areas as the following: learner-centered art teaching; art teaching that connects to students’ communities, current issues, contemporary art, and/or the broader world; social justice art education, innovative use of technology; effective classroom management; mobile art teaching strategies (art-on-a-cart); effective SPED strategies and effective ELL strategies specifically for art education; Choice-Based Art Education strategies; STEAM programs; development of visual literacy; and inquiry-based art education.** 7. **Developing knowledge and skills related to a variety of assessment methods useful for gauging student learning in the visual arts and evaluating teaching.** 8. **Video analysis is planned to be used in a variety of ways in this course in particular, to illustrate exemplary practices in art education; examine a variety of different teaching, feedback, and evaluation methods and classroom management strategies; and for candidates to self-reflect on their beginning teaching experiences.**   **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) | **Completing this course will provide Art Education students with a stronger foundation in art education that responds to the field’s current needs and, ultimately, better prepares students for future art education coursework, clinical experiences, and professional success as PK-12 art teachers.** | | | | |
| 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) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **ARTE 302** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Art Curriculum Design and Assessment** |
| B.4. [Course description](#description) |  | **Prospective art educators develop theoretical and practical knowledge related to art curriculum design, art lesson planning, and art teaching and assessment methods. Contemporary education environments and current social/education issues considered.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **ART 231, ART 232, and ARTE 301 or concurrent enrollment in ARTE 301.** |
| 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 | Practice teaching |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, Lesson Plans, Projects, In-class peer teaching, 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. **Critically analyze resources that support art teaching (art and art education books, journals, magazines, picture books, websites, galleries, museums, community resources, etc.) – and identify ways in which each could provide inspiration for quality PK- 12 art education curricula and instruction.** | **\*RIPTS:**  **2,3**  **\*\*NAEA: PSVAE:**  **1,4,6**  **\*\*\*FSEHD:**  **1,2,6** | **Class participation, Reading Responses, Assignments** |
| 1. **Identify the philosophical emphasis, frameworks, components, and content of a variety of visual arts curricula and demonstrate conceptual thinking about art curricula by critically analyzing and responding to readings regarding art education curricula and several examples of art curricula.** | **RIPTS:**  **1, 2, 10**  **NAEA: PSVAE:**  **1-8**  **FSEHD:**  **1,3,6** | **Class participation, Reading Responses, Paper** |
| 1. **Achieve competency in developing PK-12 art lesson plans and unit plans that are developmentally appropriate and that align with the National Visual Art Standards (endorsed by the Rhode Island Department of Education for PK-12 education in Rhode Island) and the revised FSEHD Art Lesson Plan Template – and that include assessment strategies to evaluate student learning and teaching.** | **RIPTS:**  **1-6, 8-10**  **NAEA: PSVAE:**  **1-8**  **FSEHD:**  **1,2,3,4,6** | **Class participation, Reading Responses, Lesson and Unit Plans, Assignments** |
| 1. **Demonstrate knowledge of a variety of PK-12 art teaching methods, artmaking processes, and art media, materials, and tools, including the use of traditional and new technology.** | **RIPTS:**  **2,5**  **NAEA: PSVAE:**  **1,4,5,8**  **FSEHD:**  **2,3,4,5,6** | **Class participation, Reading Responses, Projects, Assignments** |
| 1. **Demonstrate ability to incorporate RIDE initiatives into art curriculum development.** | **RIPTS:**  **4,6,7,8,9,10,11**  **NAEA: PSVAE:**  **2,3,6,7,8,12**  **FSEHD:**  **1-6** | **Class participation, Reading Responses, Assignments** |
| 1. **Exercise ability to implement /teach art lesson plans during class among RIC peers, and respond to constructive criticism through personal reflection statements and documented instructional adaptation.** | **RIPTS:**  **1-6,8,10**  **NAEA: PSVAE:**  **1,4,6,8**  **FSEHD:**  **1,2,3,4,5** | **Class participation, In-class peer teaching, Assignments** |
| 1. **Use technology, including video analysis, as a tool to inform instruction, enhance student learning, evaluate student learning, and gain strategies for effective classroom management.** | **RIPTS:**  **1-11**  **NAEA: PSVAE:**  **1,2,4,6,7,8**  **FSEHD:**  **1,2,3** | **Class participation, In-class peer teaching, Assignments** |
| 1. **Develop increased self-awareness of how personal identity influences their artist, teacher, researcher, advocate, and leader roles as art educators – and apply this to establishing a self-reflexive stance that promotes a culturally responsive teaching practice that demonstrates an asset-approach to teaching a diversity of learners.** | **RIPTS:**  **1,4,6,10,11**  **NAEA: PSVAE:**  **2,3,5,8**  **FSEHD:**  **2,3,4,5,6** | **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.** **Multiple Identities as Art Educators: Artist, Teacher, Researcher, Advocate, and Leader**  a. Considerations of the role of reflective (and artistic) journals as art educators.  b. Considerations of the role of ongoing professional development as art educators  **2. Curriculum Resources for Art Education**  a. Investigate a variety of differing types of art curriculum resources useful for designing art curricula  and planning art lessons (art and art education books, journals, magazines, picture books, websites, ,  galleries, museums, community resources, etc.)  b. Explore technology resources for art teaching, art learning, and assessment in art education  **3. Philosophical Approaches, Frameworks, Components, and Content of Art Curricula**  a. Analyze selection of readings regarding designing art curricula  b. Critically analyze a variety of elementary and secondary art curricula  **4.** **Hands-on investigations of PK-12 Art Teaching Methods, Artmaking Processes, and Art Media,**  **Materials, and Tools**  a. Explore physical artmaking processes and art media, materials, & tools appropriate for PK-12 learners  b. Explore digital artmaking methods and materials appropriate for PK – 12 learners  c. Investigate differing PK-12 art teaching methods    **5.** **Proactively Consider “Visual Culture” and “Visual Literacy” and implications for Art Education**  a. Define visual culture and visual literacy  b. Investigate a variety of frameworks used to analyze, interpret, and respond to visual culture  c. Identify strategies for increasing students’ visual literacy and advocating for attention to this in PK-12  education, in the full diversity of school contexts  **6. Art Classroom Observations**  a. Complete group and independent observations of art teaching and learning that include attention  focused on any of the following:   * learner-centered art teaching * art teaching that connects to students’ communities, current issues, contemporary art, and/or the broader world * social justice art education * innovative use of technology * effective classroom management * mobile art teaching strategies (art-on-a-cart) * effective SPED strategies and effective ELL strategies specifically for art education * Choice-Based Art Education strategies * STEAM programs * development of visual literacy and inquiry-based art education   b. Complete critical observation reflections that identify evidence of the RIPTS in action    **7.** **Art Lesson Planning**  a. Generate lesson plans using the revised template and correlating RI-ICEE\*  b. Practice teaching lessons during class time and analyze video of this teaching  **8.** **Using Technology to Enhance Teaching and Learning**  a. Analyze ISTE standards and further embed into art lesson plans and curriculum design  b. Research practical ways to capitalize on digital natives’ learning styles  **9.** **Classroom Management**  a. Review and discuss readings on classroom management, e.g., readings by Serena Pariser, Michael  Linsin, and Harry and Rosemary Wong  b. Analyze how self-reflexivity, identity, culture, and implicit bias impact classroom management  **10.** **Culturally Responsive Teaching**  a. Explore strategies for effectively connecting with and honoring families and communities  b. Analyze ways to embed CRT into teaching philosophy and approaches to classroom management  **11.** **Assessment and Data-Driven Instruction**  a. Analyze how a variety of pre-, formative, and post-assessment techniques relate to student motivation  b. Examine how data impacts planning and instruction and exercise this during in-class practice teaching  c. Plan a variety of assessments in art lesson plans and art curriculum design  **12.** **Video analysis**  a. View and analyze exemplary practices including instructional and classroom management strategies  b. View and self-reflect on in-class practice teaching |
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\* the RI-ICEE is the required observation instrument used throughout the FSEHD and based on Rhode Island Professional Teaching Standards (RIPTS).

## 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](mailto: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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