# 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 407 Elementary practicum in art educatIon**  |  |
| [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 407: Elementary Practicum in Art Education, which will eventually replace the existing ARTE 405: Elementary Practicum in Art Education, as a requirement for Art Education students beginning with students entering RIC in Fall of 2019.****Significant distinctions between the proposed ARTE 407 and the existing ARTE 405 include the following:**1. **Students will further define (and continually refine a personal understanding of the professional dispositions of an effective artist, teacher, researcher, advocate, and leader – and practice self-reflective strategies to hone these dispositions. Students will identify how personal values impact teachers’ and students’ evolving identities, critically examine how these values impact classroom interactions, and demonstrate how this awareness impacts instructional choices.**
2. **Students will further their understanding of ways to increase school and community collaborations, with an emphasis on connecting with families, parents, guardians, community members and others for the benefit of students.**
3. **Students will design and implement lessons which include a diversity of art and artists and/or contemporary perspectives on art and/or visual culture, which is needed toward social justice education aims.**
4. **Students will further refine strategies for informal and formal art assessments for children as a means to inform data-driven instruction and strengthen art teaching and students’ learning.**
5. **Students will demonstrate skills in effective classroom management via role-playing and during on-site practicum teaching.**
6. **Students will become more knowledgeable about strategies for teaching art to diverse young learners, students with special needs or special abilities, English Language Learners (ELLs), and/or those with cultural differences or other learning or personal challenges and apply this knowledge in the planning of appropriate accommodations for art lessons at the elementary level.**
7. **Students will further their understanding and apply ways to enhance elementary art teaching and learning using recent technology.**
8. **Students will conduct video analyses of their on-site practicum teaching.**
9. **Students will complete 65 clinical practice hours (ARTE 405 required 25 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) | **Impact on FSEHD Students:****The replacement of ARTE 405 with ARTE 407, as distinguished above, will provide students with further preparation as future elementary art educators in response to the field’s current needs, and ultimately better prepare students for future art education coursework, field/clinical experiences, and professional success as future Gr. PK-5 art teachers.****The significant increase in the number of field experience hours will require significant additional time outside of the classroom – but this is more economically feasible for students rather than the alternative of adding an additional semester of student teaching, which is the only other option to meet the Rhode Island Department of Education’s new regulations.** |
| A.6. [Impact on other programs](#impact)  | **Other programs will not be significantly impacted.** |
| 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) |  |

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 407** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Elementary Practicum in Art Education** |
| B.4. [Course description](#description)  |  | **Multiple perspectives, practices, and resources for elementary art education are investigated. Students practice creating, teaching, and assessing art lessons for children. Includes observations and supervised teaching experiences in PK-Gr.5 settings.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **Admission to the art education teacher preparation program, ARTE 301, ARTE 302, and six studio foundation courses: ART 101, ART 104, ART 105, ART 107, ART 114, and either ART 204 or ART 205.** |
| B.6. [Offered](#Offered) |  | **Fall and Spring** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) | Classroom hours will remain the same but a significant amount of field experience hours have been added. |
| B.10. [Grading system](#grading)  |  |  |
| 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 Clinical Practice Hours, and Assignments, RI-ICEE, Video Analysis** |
| 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 elementary 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 and content for quality elementary level art education.**
 | **\*RIPTS:** **1,2,3,5****\*\*NAEA:PSVAE:****1****\*\*\*FSEHD:** **1,2,3,4,6** | **Class participation, Written Reflections, Assignments** |
| 1. **Design and implement art lessons that are developmentally appropriate for children; reflect disciplinary literacy and a thorough understanding of the National Visual Arts Standards, engage students in artistic processes, cultivate visual literacy and personal meaning, and support the development of 21st Century Skills.**
 | **RIPTS:** **1,2,3,5****NAEA:PSVAE:****2,3,4,5****FSEHD:** **1,2,3,4,6** | **Class participation, Assignments,****RI-ICEE**  |
| 1. **Select art lesson content with a diversity of art and artists and creative endeavors that includes contemporary perspectives of art and/or visual culture.**
 | **RIPTS:** **1,2,4****NAEA:PSVAE:****1,2****FSEHD:** **1,2,4** | **Assignments, RI-ICEE** |
| 1. **Gain increased awareness and understanding of historical and contemporary philosophies of art education and social justice education and their corresponding teaching models as they pertain to teaching children.**
 | **RIPTS:** **1,2,3,4,5,6****NAEA:PSVAE:****1****FSEHD:** **1,2,3,4,** | **Class participation, Assignments** |
| 1. **Become more knowledgeable about differentiated instruction and strategies for teaching art to diverse young learners, students with special needs or special abilities, English Language Learners (ELLs), and/or those with cultural differences or other learning or personal challenges and apply this knowledge in the planning and implementation of elementary level art lessons.**
 | **RIPTS:** **3,4,5,6,7,8****NAEA:PSVAE:****2,3****FSEHD:****1,2,3,4,5**  | **Class participation, Assignments, TCMWS, RI-ICEE** |
| 1. **Determine ways to create positive, respectful learning environments and communities conducive to artistic learning and engagement appropriate for children; and demonstrate skills in effective classroom management via role-playing and during on-sight practicum teaching.**
 | **RIPTS:** **3,4,6,8,10****NAEA:PSVAE:****2,3****FSEHD:** **2,3,** | **Class participation, Assignments,** **RI-ICEE** |
| 1. **Further their understanding and apply ways to enhance teaching and learning using recent technology, including the use of video analysis.**
 | **RIPTS:** **1,2,3,8,10****NAEA:PSVAE:****6****FSEHD:** **2,3,6** | **Class participation, Assignments,** **RI-ICEE** |
| 1. **Develop methods and strategies for informal and formal art assessments for children and conduct assessments as a means to inform data-driven instruction and strengthen art teaching and students’ learning.**
 | **RIPTS:** **8,9,10****NAEA:PSVAE:****7****FSEHD:** **1,3,4, 5** | **Class participation, Assignments,** **RI-ICEE** |
| 1. **Practice safe and appropriate use of art media and tools in the teaching of art at the elementary level.**
 | **RIPTS:** **2,3,6****NAEA:PSVAE:****1****FSEHD:****1,4** | **Class participation, Assignments, TCMWS, RI-ICEE** |
| 1. **Demonstrate legal and ethical principles as a beginning art teacher, and set insightful and worthwhile professional growth goal(s) as beginning elementary art educator.**
 | **RIPTS:** **10, 11****NAEA:PSVAE:****8****FSEHD:** **3,4,6** | **Summary Evaluation Report completed by on-site Practicum clinical educator and Written Summary Reflection, with PGG stated and reflected upon.**  |
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\* 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 Elementary Practicum in Art Education** a. Revisit Self-Reflexivity and Personal Teaching Philosophy b. Document Personal Reflections on Elementary Art Teaching and Learning **2.** **Relating to the Elementary Level Art Student and School Context** a. Artistic and Holistic Development  b. Analysis and response to child-centered art education in comparison to other approaches to art educ. **3.** **Instructional Strategies for Teaching Elementary Level Art Students** a. Studio Habits of Mind b. Differentiated Instruction  c. Classroom Management and Motivation**4.** **Developing Art Lessons/Units for the Elementary Level Student** a. Art Themes as a Framework for Art Curricula and Art Lessons b. Developmentally Appropriate Art Content c. Developmentally Appropriate Methods and Materials**5.** **Developing Art Lessons/Units for the Elementary Level Student: Locating Resources** a. Picture books b. Published Art Education Resources (e.g., Davis art curriculum textbooks, etc.) b. Appropriate Use of Online Resources c. Addressing National Visual Arts Standards  **6.** **Developing Art Lessons/Units for the Elementary Level Student: Assessment** a. Implementing Developmentally Appropriate Pre-, Formative, and Summative Assessments b. Data-Driven Instruction **7.** **Developing Art Lessons/Units for the Elementary Level Student: Technology** a. Incorporating ISTE Standards b. Conducting Video Analysis **8.** **Developing Art Lessons/Units for the Elementary Level Student: Diverse Student Needs**  a. English Language Learners b. Students with Special Needs **9.**  **Action Research:** **Implementing/Reflecting/Revising Lessons**  a. Observation Reflections b. Practicum Teaching Reflections **10.** **Critical Topics for Elementary Level Art Education: Social Justice**   a. Selected Readings from Art Education Books/Journals b. Selected Readings from *Readings for Diversity and Social Justice* and *Art Education for Social Justice* **11. Critical Topics for Elementary Level Art Education: Culturally Responsive Teaching**   a. Selected Readings from Art Education Books/Journals b. Selected Readings from *Affirming Diversity: The Sociopolitical Context of Multicultural Education* **12.** **Critical Topics for Elementary Level Art Education: Incorporating Family/Community**   a. Selected Readings from Art Education Books/Journals b. Selected Readings from *Affirming Diversity: The Sociopolitical Context of Multicultural Education* **13.** **Critical Topics for Elementary Level Art Education: Interdisciplinary Connections**   a. Selected Readings from Art Education Books/Journals b. Review Common Core Standards**14. Setting professional growth goals as Elementary art educators** a. Options for goals and initiatives toward ongoing professional growth as elementary art educators b. Strategies for growth in agency as artists, teachers, researchers, advocates, and leaders in art education  |
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## 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 |  |  |
| Lesley Bogad | Chair, Educational Studies Department  |  |  |
| Douglas Bosch | Chair, Art 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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