# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#ihv636): 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 | **ARTE 420: Introduction to Art Education Student Teaching** | | | |  |
| [Replacing](#3znysh7) |  | | | |
| A.2. [Proposal type](#2et92p0) | **Course: creation** | | | |
| A.3. [Originator](#tyjcwt) | **Rebecca Shipe and Cheryl Williams** | [Home department](#3dy6vkm) | **Art Department** | | |
| A.4. [Context and Rationale](#1t3h5sf) | **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 is changing the credit structure around student teaching in order to ensure that teacher candidates will have more clinical hours in the field. In the old program, candidates took 12 credits in their student teaching semester during the final semester of their senior year. The 12 credits were ARTE 426 (Student Teaching in Art Education - 9 credits) and ARTE 464 (Seminar for Student Teaching in Art Education - 3 credits).**  **In the new format, we are keeping the same 12 credits but distributing them differently. Per these revisions, candidates will take:**  **ARTE 420 (early spring, 2 credits)**  **ARTE 426 (spring, 7 credits)**  **ARTE 464 (spring, 3 credits)**  **This UCC proposal is for ARTE 420, a new course that will introduce the student teaching experience in the early spring term and begin the student’s work in the student teaching classroom. The FSEHD has new guidelines for clinical preparation (levels 1, 2, 3, 4) and in the new 420/426/464 sequence, we are dividing up the level 3 and 4 field experiences where 420 is level 3 and 426 is level 4.** | | | | |
| A.5. [Student impact](#4d34og8) | **ARTE 420 is a new required course in the early spring term so it will give credits for the introductory student teaching work students often have to do over winter break. But there is no student impact in credits because credits for the student teaching sequence will remain the same.** | | | | |
| A.6. [Impact on other programs](#32hioqz) | **none** | | | | |
| A.7. [Resource impact](#1hmsyys) | [*Faculty PT & FT*](#41mghml): | **none** | | | |
| [*Library*:](#2grqrue) | **none** | | | |
| [*Technology*](#vx1227) | **none** | | | |
| [*Facilities*](#3fwokq0): | **none** | | | |
| A.8. [Semester effective](#3rdcrjn) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#3rdcrjn) | |  | |
| 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](#1v1yuxt)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#4f1mdlm)) | New |
| B.1. [Course prefix and number](#1ksv4uv) |  | **ARTE 420** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) |  | **Introduction to Art Education Student Teaching** |
| B.4. [Course description](#2jxsxqh) |  | **Teacher candidates will participate in a three-week clinical preparation in the field. This induction phase will orient art education teacher candidates to their student teaching. Includes observational and teaching experiences. Graded S, U.** |
| B.5. [Prerequisite(s)](#z337ya) |  | **Concurrent enrollment in ARTE 426 and ARTE 464.** |
| B.6. [Offered](#2u6wntf) |  | **Early Spring** |
| B.7. [Contact hours](#1y810tw) |  | **2 (plus 3 weeks of clinical preparation)** |
| B.8. [Credit hours](#4i7ojhp) |  | **2** |
| B.9. [Justify differences if any](#2xcytpi) | **This course will have two hours of face to face contact per week, plus some online modules introducing some of the student teaching requirements that teacher candidates will complete as class assignments. The course also involves three weeks of clinical practice in their student teaching placement.** | |
| B.10. [Grading system](#19c6y18) |  | **S, U** |
| B.11. [Instructional methods](#1ci93xb) |  | **Seminar, Fieldwork/Clinical practice, hybrid** |
| B.12.[Categories](#3whwml4) |  | **Required for major/minor | Required for Certification** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#2bn6wsx)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#qsh70q) |  | **Attendance | Performance Protocols | Reports of outside supervisor** |
| B.16. [Redundancy statement](#3as4poj) |  | **N/A** |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#1pxezwc)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#49x2ik5)**, if relevant** | [**How will each outcome be measured**](#2p2csry)**?** |
| To begin the induction phase of  student teaching |  | OPP Orientation |
| To become familiar with the context and community of student teaching placement sites | **\*NAEA:PSVAE: 2, 5, 7** | Draft of TCWS Contextual Factors section |
| To become familiar with the teachers and staff in the student teaching site | **NAEA:PSVAE: 5** | Collect all contact information for cooperating teacher and school per the Student Teaching Handbook |
| To reflect on issues of personal and professional identity related to this new professional role | **NAEA:PSVAE: 8** | Reflection journal |

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

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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. What does it mean to be a Student Teacher?   1. Orientation with Office of Partnerships and Placements   2. The School and Community   1. Contextual Factors in the TCWS 2. Relationships with Teachers, Staff, Students, and Community   3. Teacher Identity in the Field   1. Professional dress and presentation of self 2. Learning from alumni   4. Preparing for Reflections of Practice   1. Starting a Reflection Journal 2. Orientation to the TCWS   5. Preparing for Teaching Tools and Technology   1. Orientation to Chalk and Wire 2. Orientation to SMART goals |
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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](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 proposals.

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| Name | Position/affiliation | [Signature](#_3tbugp1) | 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](#3o7alnk): 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

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| Name | Position/affiliation | [Signature](#23ckvvd) | Date |
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