# GRADUATE COMMITTEE curriculum proposal formhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page Scroll over blue text to see further [instructions](#bookmark=id.1v1yuxt)

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| A.1. [Course or program](#bookmark=id.30j0zll) | **ARTE 501: GRADUATE ART EDUCATION CONCEPTS AND CONTEXTS** | | | | |  |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | **Course: creation** | | | | |
| A.3. [Originator](#bookmark=id.4d34og8) | **Rebecca Shipe and**  **Cheryl Williams** | | [Home department](#bookmark=id.2s8eyo1) | | **Art Department** | |
| A.4. [Rationale](#bookmark=id.17dp8vu)/Context | **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**  **501: Graduate Art Education Concepts and Contexts, which will eventually replace the existing ARTE 503: Introduction to Art Education, as a requirement for MAT Art Education students, beginning with students entering RIC in Fall of 2021.**  **Significant distinctions between the proposed ARTE 501 and the existing ARTE**  **503 include the following:**  **1. ARTE 501 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 501 will explicitly address how art education relates to social justice education and introduce concepts related to self-reflexive, culturally responsive teaching practices.**  **3. ARTE 501 will update art content to include multicultural, global, post-**  **modern, and contemporary perspectives on art and visual culture.**  **4. ARTE 501 will include video analysis of peer teaching conducted during**  **class time.**  **5. ARTE 501 will include 14 clinical practice hours of on-site observations of PK-12 art teaching and learning in a diversity of school settings. (ARTE**  **503 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 (NAEA PSVAE), and the Rhode Island Department of Education (RIDE) Initiatives, program accreditation standards, and new regulations.** | | | | | |
| A.5. [Student impact](#bookmark=id.19c6y18) | **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 | **None** | | | | | |
| A.7. [Resource impact](#bookmark=id.3tbugp1) | [*Faculty PT & FT*](#bookmark=id.3rdcrjn): | **None** | | | | |
| [*Library*:](#bookmark=id.26in1rg) | **None** | | | | |
| [*Technology*](#bookmark=id.lnxbz9) | **None** | | | | |
| [*Facilities*](#bookmark=id.35nkun2): | **None** | | | | |
| Promotion/ Marketing needs | **None** | | | | |
| A.8. [Semester effective](#bookmark=id.28h4qwu) | **Fall, 2021** | A.9. Rationale if sooner than next fall | | **N/A** | | |

B. [NEW OR REVISED COURSES](#bookmark=id.nmf14n):

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|  | New |
| B.1. [Course prefix and number](#bookmark=id.44sinio) | **ARTE 501** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#bookmark=id.2jxsxqh) | **Graduate Art Education Concepts and Contexts** |
| B.4. [Course description](#bookmark=id.z337ya) | **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)](#bookmark=id.3j2qqm3) |  |
| B.6. [Offered](#bookmark=id.1mrcu09) | **Fall and Spring** |
| B.7. [Contact hours](#bookmark=id.4i7ojhp) | **3** |
| B.8. [Credit hours](#bookmark=id.2xcytpi) | **3** |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |
| B.10. [Grading system](#bookmark=id.46r0co2) | **Letter grade** |
| B.11. [Instructional methods](#bookmark=id.3whwml4) | **Fieldwork | Lecture | Seminar | Small group | Individual | Studio work |** |
| B.12.[Categories](#bookmark=id.2bn6wsx) | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#bookmark=id.qsh70q) | **Attendance | Class participation | Fieldwork | Presentations | Papers |**  **| Projects | Other assignments** |
| B.14. [Redundancy with, existing courses](#bookmark=id.3as4poj) | **N/A** |
| B. 15. Other changes, if any |

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| B.16**.** [**Course learning outcomes**](#bookmark=id.1pxezwc)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#bookmark=id.49x2ik5)**, if relevant** | [**How will the outcome be measured?**](#bookmark=id.2p2csry) |
| 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 |
| 2. 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 |
| 3. 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 |
| 4. 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 |
| 5. 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 |
| 6. 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 |
| 7. 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

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| B.17. [**Topical outline**](#bookmark=id.147n2zr)**: Do NOT insert a full syllabus, only the topical outline** |
| 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  d. 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 |
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## D. Signatures

* 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).
* 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 [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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](#_heading=h.111kx3o) | Date |
| Rebecca Shipe | Program Coordinator of Art Education |  |  |
| Doug Bosch | Chair of Art Department |  |  |
| Lesley Bogad | Chair, Educational Studies Department |  |  |
| Jeannine Dingus-Eason | Dean of Feinstein School of Education and Human Development |  |  |
| Earl Simson | Dean of Faculty of Arts and Sciences |  |  |

##### D.2. [Acknowledgements](#bookmark=id.vx1227): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

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| Name | Position/affiliation | [Signature](#bookmark=id.3fwokq0) | Date |
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