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

## Cover page scroll over blue text to see further instructions

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| A.1. [Course or program](#bookmark=id.gjdgxs) | **arte 507: Graduate Elementary practicum in art education** | | | |  |
| A.2. [Proposal type](#bookmark=id.2et92p0) | **Course: creation** | | | |
| A.3. [Originator](#bookmark=id.3dy6vkm) | **Rebecca Shipe and Cheryl Williams** | [Home department](#bookmark=id.1t3h5sf) | **Art Department** | | |
| A.4. [Context and Rationale](#bookmark=id.4d34og8) | **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 507: Graduate Elementary Practicum in Art Education, which will eventually replace the existing ARTE 505: Graduate Elementary Practicum in Art Education, as a requirement for Art Education MAT students beginning with students entering RIC in Fall of 2021.**  **Significant distinctions between the proposed ARTE 507 and the existing ARTE 505 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 90 clinical practice hours (ARTE 505 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](#bookmark=id.2s8eyo1) | **Impact on FSEHD Students:**  **The replacement of ARTE 505 with ARTE 507, 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](#bookmark=id.23ckvvd) | **Other programs will not be significantly impacted.** | | | | |
| A.7. [Resource impact](#bookmark=id.ihv636) | [*Faculty PT & FT*](#bookmark=id.32hioqz): | None | | | |
| [*Library*:](#bookmark=id.1hmsyys) | None | | | |
| [*Technology*](#bookmark=id.41mghml) | None | | | |
| [*Facilities*](#bookmark=id.2grqrue): | None | | | |
| Promotion/Marketing needs | None | | | |
| A.8. [Semester effective](#bookmark=id.26in1rg) | Fall, 2021 | A.9. [Rationale if sooner than next Fall](#bookmark=id.26in1rg) | | **N/A** | |

B. [NEW OR REVISED COURSES](#bookmark=id.vx1227)

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|  | New |
| B.1. [Course prefix and number](#bookmark=id.lnxbz9) | **ARTE 507** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#bookmark=id.35nkun2) | **Graduate Elementary Practicum in Art Education** |
| B.4. [Course description](#bookmark=id.1ksv4uv) | **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)](#bookmark=id.44sinio) | **ARTE 501 and ARTE 502, and concurrent enrollment with SPED 531.** |
| B.6. [Offered](#bookmark=id.1v1yuxt) | **Fall and Spring** |
| B.7. [Contact hours](#bookmark=id.2jxsxqh) | **4** |
| B.8. [Credit hours](#bookmark=id.z337ya) | **4** |
| B.9. [Justify differences if any](#bookmark=id.3j2qqm3) | **Classroom hours will remain the same but a significant amount of field experience hours have been added.** |
| B.10. [Grading system](#bookmark=id.4f1mdlm) |  |
| B.11. [Instructional methods](#bookmark=id.1y810tw) | **Lecture | Seminar | Small group | Studio | Fieldwork | Guest presentations | Video Analysis** |
| B.12.[Categories](#bookmark=id.4i7ojhp) | **Required for major/minor | Required for Certification** |
| B.13. [How will student performance be evaluated?](#bookmark=id.1ci93xb) | **Attendance, Class participation, Completion of Clinical Practice Hours, and Assignments, RI-ICEE, Video Analysis** |
| B.14. [Redundancy](#bookmark=id.3whwml4) with, existing courses | **N/A** |
| B. 15. Other changes, if any |

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| B.16**.** [**Course learning outcomes**](#bookmark=id.2bn6wsx)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.qsh70q)**, if relevant** | [**How will each outcome be measured**](#bookmark=id.3as4poj)**?** |
| 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

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| B.17. [**Topical outline**](#bookmark=id.1pxezwc)**: Do NOT insert a full syllabus, only the topical outline** |
| **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 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 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.2u6wntf) | Date |
| Rebecca Shipe | Program Coordinator, Art Education |  |  |
| Lesley Bogad | Chair, Educational Studies Department |  |  |
| Douglas Bosch | Chair, Art Department |  |  |
| Jeannine Dingus-Eason | Dean, Feinstein School of Education and Human Development |  |  |
| Earl Simson | Dean, Faculty of Arts and Sciences |  |  |

##### D.2. [Acknowledgements](#bookmark=id.49x2ik5): 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.2p2csry) | Date |
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