# 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 | **ARTE 520: Graduate Art Education Student Teaching Introduction** | | | |  |
| A.2. [Proposal type](#bookmark=id.1t3h5sf) | **Course: creation** | | | |
| A.3. [Originator](#bookmark=id.2s8eyo1) | **Rebecca Shipe and Cheryl Williams** | [Home department](#bookmark=id.3znysh7) | **Art Department** | | |
| A.4. [Context and Rationale](#bookmark=id.3rdcrjn) | **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. The 12 credits were ARTE 526 (Graduate Student Teaching in Art Education - 10 credits) and ARTE 564 (Graduate Seminar for Student Teaching in Art Education - 2 credits).**  **In the new format, we are reducing the number of credits from 12 to 9 in order to ensure graduate students’ full-time status while reducing the financial burden (tuition cost) to complete this unpaid, full-time clinical experience. In addition, in order to meet the increased number of clinical experience hours required by RIDE, graduate students will complete this additional clinical experience course. Per these revisions, candidates will take:**  **ARTE 520: Graduate Art Education Student Teaching Introduction (early spring, 2 credits)**  **ARTE 527: Graduate Student Teaching in Art Education (spring, 5 credits)**  **ARTE 565: Graduate Art Education Student Teaching Seminar (spring, 2 credits)**  **This proposal is for ARTE 520, 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.** | | | | |
| A.5. [Student impact](#bookmark=id.17dp8vu) | **ARTE 520 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.** | | | | |
| A.6. [Impact on other programs](#bookmark=id.41mghml) | **None** | | | | |
| A.7. [Resource impact](#bookmark=id.2grqrue) | [*Faculty PT & FT*](#bookmark=id.vx1227): | **None** | | | |
| [*Library*:](#bookmark=id.3fwokq0) | **None** | | | |
| [*Technology*](#bookmark=id.1v1yuxt) | **None** | | | |
| [*Facilities*](#bookmark=id.4f1mdlm): | **None** | | | |
| **Promotion/Marketing needs** | **None** | | | |
| A.8. [Semester effective](#bookmark=id.tyjcwt) | **Fall, 2021** | A.9. [Rationale if sooner than next Fall](#bookmark=id.tyjcwt) | | **N/A** | |

B. [NEW OR REVISED COURSES](#bookmark=id.2u6wntf)

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|  | New |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv) | **ARTE 520** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#bookmark=id.2bn6wsx) | **Graduate Art Education Student Teaching Introduction** |
| B.4. [Course description](#bookmark=id.1y810tw) | **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)](#bookmark=id.35nkun2) | **Concurrent enrollment in ARTE 527: Graduate Student Teaching in Art Education and ARTE 565: Graduate Art Education Student Teaching Seminar** |
| B.6. [Offered](#bookmark=id.3tbugp1) | **Early Spring** |
| B.7. [Contact hours](#bookmark=id.4i7ojhp) | **2** |
| B.8. [Credit hours](#bookmark=id.3j2qqm3) | **2** |
| B.9. [Justify differences if any](#bookmark=id.44sinio) |  |
| B.10. [Grading system](#bookmark=id.28h4qwu) | **S, U** |
| B.11. [Instructional methods](#bookmark=id.3whwml4) | **Seminar, Fieldwork/Clinical practice, hybrid** |
| B.12.[Categories](#bookmark=id.qsh70q) | **Required for major/minor | Required for Certification** |
| B.13. [How will student performance be evaluated?](#bookmark=id.2xcytpi) | **Attendance | Performance Protocols | Reports of outside supervisor** |
| B.14. [Redundancy statement](#bookmark=id.2jxsxqh) | **N/A** |
| B. 15. Other changes, if any |

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| B.16**.** [**Course learning outcomes**](#bookmark=id.49x2ik5)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.2p2csry)**, if relevant** | [**How will each outcome be measured**](#bookmark=id.147n2zr)**?** |
| 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.17. [**Topical outline**](#bookmark=id.3o7alnk)**: Do NOT insert a full syllabus, only the topical 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 |

## 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.nmf14n) | Date |
| Rebecca Shipe | Program Coordinator, Art Education |  |  |
| Doug Bosch | Chair, Art Department |  |  |
| Lesley Bogad | Chair, Educational Studies 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.23ckvvd): 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.ihv636) | Date |
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