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

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

|  |  |  |
| --- | --- | --- |
| A.1. Course | **ARTE 527: Graduate Student Teaching in Art Education** |  |
| 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 (Student Teaching in Art Education – 10 credits) and ARTE 564 (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 course as well as the additional clinical experience course, ARTE 520. Per these revisions, candidates will take:****ARTE 520: Graduate Introduction to Art Education Student Teaching (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)****In addition, the old format offered ARTE 526 and ARTE 564 during both the Fall and Spring semesters. In the new format, these courses will only be offered in the Spring.****This GC proposal is for ARTE 527: Graduate Student Teaching in Art Education and the substantive changes we are making to this class is a shift in credits from 10 to 5 and changing the semester that it will be offered. The course is a student teaching field experience in which candidates have a full-time (30 – 35 hours per week) clinical experience toward meeting RIDE’s new clinical residency requirements. We are able to drop this course to 5 credits because the new course (ARTE 520) will cover clinical content that used to be in ARTE 526.** |
| A.5. [Student impact](#bookmark=id.17dp8vu) | **Changing the credits (from 10 to 5 for this course, and the total number of credits for this semester from 12 to 9) will ensure graduate students’ full-time status while reducing the financial burden (tuition cost) to complete this unpaid, full-time clinical experience. Restricting this course offering from Fall/Spring to Spring reduces students’ planning flexibility, but it is a required change due to the new early spring course that must be completed immediately prior to ARTE 527: Graduate Student Teaching in Art Education and 565: Graduate Art Education Student Teaching Seminar.** |
| 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)

|  |  |
| --- | --- |
|  | New |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv)  | **ARTE 527** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#bookmark=id.2bn6wsx) | **Graduate Student Teaching in Art Education** |
| B.4. [Course description](#bookmark=id.1y810tw)  | **In this culminating clinical experience, teacher candidates complete teaching experiences in elementary and secondary schools under the supervision of cooperating teachers and a college supervisor. This is a full-time experience. Graded S, U.** |
| B.5. [Prerequisite(s)](#bookmark=id.35nkun2) | **Concurrent enrollment in ARTE 520 and ARTE 565; satisfactory completion of all major and professional courses required prior to student teaching; a cumulative GPA of 3.00 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and a negative result from the required tuberculin test.** |
| B.6. [Offered](#bookmark=id.3tbugp1) | **Spring**  |
| B.7. [Contact hours](#bookmark=id.4i7ojhp)  |  |
| B.8. [Credit hours](#bookmark=id.3j2qqm3) | **5** |
| 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) | **Fieldwork/Clinical practice** |
| 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 | Reports of outside supervisor** |
| B.14. [Redundancy](#bookmark=id.2jxsxqh) with, existing courses | **N/A** |
| B. 15. Other changes, if any |

|  |  |  |
| --- | --- | --- |
| 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)**?** |
| NO CHANGES HERE - only credit change |  |  |
|  |  |  |

|  |
| --- |
| B.17. [**Topical outline**](#bookmark=id.3o7alnk)**: Do NOT insert a full syllabus, only the topical outline** |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Outcomes****Students/Teacher Candidates (TCs) will:** | **Assignment/****Assessment** | **FSEHD Outcomes** | **RIPTS** | **NAEA Professional Standards for Visual Arts Educators**  | **All RI Initiatives** will be introduced/reviewed and assessed in ARTE 464/5XX: Student Teaching Seminar in Art Education –and investigated and a variety addressed during student teaching.  |
| **1) Display effective planning and preparation for their art teaching including solid:** 1.1a – **knowledge of content**, including art and art education content and connections to 21st century skills; 1.1b – **knowledge of students**, including the diversity of groups of their students; 1.2 – **establishment instructional outcomes** that address the National Visual Arts Standards (NVAS); 1.3 – **designing of coherent instruction** including sequencing of learning activities, use of instructional materials/resources to support instructional outcomes, differentiated for groups of students; and 1.4 – **designing of student assessment**, adapted for groups of students aligned with instructional outcomes, and with plans to use assessment results for future instruction for groups of students. | **Implemented Elementary and Secondary Art Lesson Plans with Assessment Plans**, assessed with **RI-ICEE** Observation Rubric (Standard 1: 1.1a - 1.4)**Teacher Candidate Work Sample (TCWS) –** assessed in ARTE 464/5XX: Student Teaching Seminar in Art Education | 1, 2, 5 | 1,2,3,4,5,9 | 1,2,3,4,5,6,7 |  |
| **2) Create effective educational environments by:**2.1 – **creating an environment of respect and rapport** with and among students; 2.2 – **establishing a culture for learning**, communicating both the importance of the content and high expectations for students; 2.3 – **managing classroom procedures,** including instructional groups, transitions, and materials and supplies; and 2.4 – **managing student behavior**. | **Implemented Elementary and Secondary Art Lesson Plans with Assessment Plans**, assessed with **RI-ICEE** Observation Rubric (Standard 2: 2.1a - 2.4b) | 4, 5 | 3,4,5,6,8,9 | 2,3,5 |  |
| **3) Demonstrate effective art instruction by:**3.1 – **communicating with students** the expectations for learning, directions and procedures, and explanation of content;3.2 – **using questioning and discussion techniques**, using effective quality of questions, delivery techniques, and discussion techniques; 3.3 – **engaging students in learning,** with appropriate projects, activities, and assignments, instructional materials, and technologies; and 3.4 – **using assessment in instruction**, clearly conveying assessment criteria, monitoring student learning, and providing feedback to students. | **Implemented Elementary and Secondary Art Lesson Plans with Assessment Plans**, assessed with **RI-ICEE** Observation Rubric (Standard 3: 3.1a - 3.4c) | 1,2, | 1,7,10,11 | 2,5,6,8,9 |  |
| **4) Demonstrate effective professional growth and responsibilities by:**4.1 – **reflecting on practice** on their strengths and areas for growth; 4.2 – **communicating with families** to help advance students’ learning; 4.3 – **showing professionalism** by maintaining accurate records and complying fully with professional standards; and 4.4 – **growing and developing professionally**, by actively engaging in a professional learning community, using feedback to identify areas of growth, and seeking out professional development opportunities [taking PD initiatives]; establishing a Professional Growth Goal (fully addressing “SMART” Goal criteria; and providing evidence for attainment of professional growth. | **Implemented Elementary and Secondary Art Lesson Plans with Assessment Plans**, assessed with **RI-ICEE** Observation Rubric (Standard 4: 4.1 - 4.4c)**Teacher Candidate Work Sample (TCWS) –** assessed in ARTE 464/5XX: Student Teaching Seminar in Art Education | 3,4,5,6 | 7,9,10,11 | 7,8,9,12 |  |
| **5) Develop comprehensive understanding of RI Initiatives, informed by on-site investigations and address a variety of RI Initiatives during student teaching.** | **Knowledge of RI Initiatives Investigation** assessed in ARTE 464/5XX: Student Teaching Seminar in Art Education with Knowledge of RI Initiatives Quiz and in Art Education Student Teaching Portfolio | 2,4,5 | 3,4,7,8,11 | 2,3,6,11 | Equity (Overall), Special Population Initiatives, Equity (WIDA ELD Standards), International Society for Technology in Education (ISTE) Standards, RI Educational Data, RIDE Report Card, Educator Evaluation, Social and Emotional Learning, Personalized Learning, Comprehensive Assessment System, Emergency Preparedness, Bullying and School Violence, Rights of Transgender and Gender Non-conforming Students |
| **6) Demonstrate appropriate professional dispositions at both elementary and secondary Art Education student teaching placements.** | **FSEHD Anchored Dispositions Instrument**: FSEHD Dispositions Assessment RRL (Readiness for Recommendation for Licensure) completed by CT and CS – and FSEHD Dispositions Candidate Self-Assessment RRL | 4 | 11 | 2,3,8 |  |

**Assignments/Key Products/Projects****1) Implemented Elementary and Secondary Art Lesson Plans with Assessment Plans**  – selected key Implemented Lesson Plans are assessed by Clinical Educator/Cooperating Teacher (CT) and College Supervisor (CS) using RI-ICEE Observation Rubric. CT and CS each complete 3 assessments using the RI-ICEE Observation Rubric at each placement.**2) Documentation of meeting all Rhode Island Professional Teaching Standards (RIPTS) and Art Teacher standards (National Art Education Association Professional Standards for Visual Arts Educators)** – documentation in **Teacher Candidate Work Sample (TCWS)**, which is implemented during student teaching but assessed in ARTE 464/5XX: Student Teaching Seminar in Art Education and in **Art Education Student Teaching Portfolio**, which is assessed in ARTE 464/5XX: Student Teaching Seminar in Art Education. **3) Knowledge of RI Initiatives Investigation**, which is implemented during student teaching but assessed in ARTE 464/5XX: Student Teaching Seminar in Art Education, through a Knowledge of RI Initiatives Investigation Quiz and in Art Education Student Teaching Portfolio. **And FSEHD Anchored Disposition Instrument:****4) FSEHD Dispositions Assessment RRL (Readiness for Recommendation for Licensure**), which is completed by Clinical Educator/Cooperating Teacher and College Supervisor. and**5) FSEHD Dispositions Candidate Self-Assessment RRL**. **Evaluation/ Grading Criteria**Performance expectations on the RI-ICEE Observation Rubric are noted in the Student Teaching Handbook (p. 18), which notes the scores determining grades of S (Satisfactory) or U (Unsatisfactory). **Assessment Timeline**The following timeframe is applied to both the Elementary Student Teaching Placement and the Secondary Student Teaching Placement:

|  |  |
| --- | --- |
| **Requirements** | **Complete and submit results to Chalk and Wire** |
| **Assessment:** 2 Mini Disposition Surveys**Completed by:** Cooperating Teacher | First: End of Week 2Second: End of Week 3 |
| **Assessment:** RI-ICEE 1**Completed by:** Cooperating Teacher & College Supervisor | End of Week 3 |
| **Assessment:** RI-ICEE 2 – Concurrent evaluation (followed by team conference)**Completed by:** Cooperating Teacher & College Supervisor | End of Week 5 |
| **Assessment:** RI-ICEE 3**Completed by:** Cooperating Teacher & College Supervisor**Assessment:** FSEHD Dispositions Assessment RRL**Completed by:** Cooperating Teacher, College Supervisor, Teacher Candidate (FSEHD Dispositions Self-Assessment RLL)**Assessment:** Exit Survey**Completed by:** Cooperating Teacher, College Supervisor, Teacher Candidate**Assessment:** Final Grade (S or U)**Completed by:** Cooperating Teacher & College Supervisor | End of Week 7 |

 |

## 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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#bookmark=id.ihv636) | Date |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |