# 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 565: Graduate Art Education Student Teaching Seminar**  |  |
| 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 proposal is for ARTE 565: Graduate Art Education Student Teaching Seminar and the only changes we are making is restricting course offering to the Spring semester and changing the course number and title.** |
| A.5. [Student impact](#bookmark=id.17dp8vu) | **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 ARTE 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)

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|  | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv)  | **ARTE 565** |
| B.2. Cross listing num if any |  |
| B.3. [Course title](#bookmark=id.2bn6wsx)  | **Graduate Art Education Student Teaching Seminar** |
| B.4. [Course description](#bookmark=id.1y810tw)  | **Teacher candidates document, analyze, discuss, and reflect upon art teaching and learning within PK-Gr.12 school contexts, including through video analysis, and establish professional goals for agency as beginning art teachers.**  |
| B.5. [Prerequisite(s)](#bookmark=id.35nkun2) | **Concurrent enrollment in ARTE 520 and ARTE 527.** |
| B.6. [Offered](#bookmark=id.3tbugp1) | **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)  | **letter grade** |
| B.11. [Instructional methods](#bookmark=id.3whwml4) | **Seminar** |
| 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 | Class participation |** **Class Work | Performance Protocols | Projects |** |
| B.14. [Redundancy with, existing courses](#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)**?** |
| NO CHANGES HERE |  |  |

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

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| **Course Outcomes****As a result of this course, students/Teacher Candidates (TCs) will:** | **Assignments/****Assessments –** All include active participation in seminar class discussions. | **FSEHD Outcomes** | **RIPTS** | **NAEA Professional Standards for Visual Arts Educators**  | **All RI Initiatives** will be introduced/reviewed and assessed – and investigated and a variety addressed during student teaching. |
| 1) Further develop an ethical, inquiry stance toward their art teaching. | ReflectionsPeer-Led Mini-Professional Development Workshops | 2,3,4 | 10, 11 | 8,9 | Investigating and addressing a variety of RI Educational Initiatives during student teaching assists TCs in meeting this outcome. |
| 2) Gain an increased awareness and understanding of education and art education issues, a variety of art teaching environments, and a diversity of art teaching approaches.  | ReflectionsTeacher Candidate Work Sample (TCWS) | 1,2,3 | 1,2,3,4,5,6,10 | 1,2,3,8, 9 |  |
| 3) Become more knowledgeable about and skilled in using a variety of art teaching strategies, classroom management strategies, modes of communication (including use of technology), and assessment techniques relevant to art education to effectively teach the diversity of students who PK-12 art education is to serve.  | ReflectionsTeacher Candidate Work Sample (TCWS)Art Education Student Teaching Portfolio | 1,2,3, 4, 5 | 2,3,4,5,6,8,9, 10 | 3,4,5,6,7 |  |
| 4) Further develop their own art teacher competencies by learning to more effectively utilize a variety of research, planning, and preparation strategies for teaching; engaging in reflective thinking; interacting with other professionals; and learning through professional development opportunities – and further value participating in and leading professional development events.  | ReflectionsElementary and Secondary Art Lesson Presentations to Peers, which incorporate Video AnalysisTeacher Candidate Work Sample (TCWS)Peer Led Mini-Professional Development Workshops | 3,5 | 2,7,10,11 | 8,12,13 |  |
| 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 with Quiz and through documentation in:Art Education Student Teaching Portfolio | 2 | 4,7,10, 11 | 9 | Equity (Overall), Special Population Initiatives, Equity (WIDA ELD Standards), National Educational Technology Standards (NETS- now 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 professional growth and document full range of art teacher competencies by documenting their student teaching experiences and performance and by analyzing and reflecting on their observations, experiences, and teaching.  | ReflectionsElementary and Secondary Art Lesson Presentations to Peers, which incorporate Video AnalysisTeacher Candidate Work Sample (TCWS)Art Education Student Teaching Portfolio | 1-6 | 1-11 | 1-12 |  |
| 7) Establish professional goals for agency as beginning art teachers. | ReflectionsTeacher Candidate Work Sample (TCWS) Reflection | 2,6 | 7,10,11 | 13 |  |

**Assignments/Key Products/Projects**(see full Assignment Directions later in syllabus for specifics)**1) Reflections** (Weekly Reflections, and, at the end of Student Teaching, a Summary Reflection) **20%****2) Elementary and Secondary Art Lesson Presentations to Peers, which incorporate Video Analysis 10 %****3) Peer Led Mini-Professional Development Workshop 5%****4) Teacher Candidate Work Sample (TCWS) 30%****5) Art Education Student Teaching Portfolio 30%****6) Knowledge of RI Initiatives Investigation, assessed with Quiz and in Art Teaching Portfolio 5%****ACTIVE CLASS PARTICIPATION IS EXPECTED AND WILL ALSO IMPACT YOUR FINAL COURSE GRADE (+/-).** |

## 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.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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