# 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 595: Research to inform Art education practice** | | | |  |
| 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. Rationale/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 595: Research to Inform Art Education Practice, a new course, which will be a requirement for MAT students entering RIC in Fall of 2021.**  **This course will focus primarily on the following topics:**   1. **Becoming acutely familiar with the Art Education MAT Capstone Project which is composed of two parts: the MAT Essay and the Teacher Candidate Work Sample (TCWS);** 2. **Determining a specific component (i.e. art content, action research methodology, art education pedagogy) of the Art Education MAT Capstone Project for focused investigation;** 3. **Conducting a critical contextual review of literature and other relevant resources that addresses this topic of concentration;** 4. **Identifying how and where to incorporate investigation conclusions into the Art Education MAT Capstone Project (MAT Essay and TCWS).**   **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) | **Completing this course will provide MAT in Art Education students with a stronger foundation in art education that responds to the field’s current needs and, ultimately, better prepares students for their culminating clinical experience (Student Teaching), and professional success as PK-12 art teachers.** | | | | |
| A.6. [Impact on other programs](#bookmark=id.23ckvvd) | None | | | | |
| 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 | | | |
| 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 Examples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#bookmark=id.lnxbz9) | **ARTE 595** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#bookmark=id.35nkun2) | **Research to Inform Art Education Practice** |
| B.4. [Course description](#bookmark=id.1ksv4uv) | **In preparation for completing the Art Education MAT Capstone Project (MAT Essay + TCWS) during Student Teaching, students conduct a focused investigation on minimally one TCWS component of their choice.** |
| B.5. [Prerequisite(s)](#bookmark=id.44sinio) | **ARTE 507 or concurrent enrollment in ARTE 507.** |
| B.6. [Offered](#bookmark=id.1v1yuxt) | **Fall and Spring** |
| B.7. [Contact hours](#bookmark=id.2jxsxqh) | **2** |
| B.8. [Credit hours](#bookmark=id.z337ya) | **2** |
| B.9. [Justify differences if any](#bookmark=id.3j2qqm3) |
| B.10. [Grading system](#bookmark=id.4f1mdlm) | **Letter Grade** |
| B.11. [Instructional methods](#bookmark=id.1y810tw) | **Independent Study| Individual Advisor Guidance** |
| B.12.[Categories](#bookmark=id.4i7ojhp) | **Required for major/minor | Required for Certification** |
| B.13. [How will student performance be evaluated?](#bookmark=id.1ci93xb) | **Assignments, Literature Review, Partial Completion of the TCWS** |
| B.14.. [Redundancy with existing courses](#bookmark=id.3whwml4) | **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. Demonstrate a critical understanding of your selected component of the TCWS (i.e. art content, action research methodology, art education pedagogy) | \*RIPTS:  Potentially 1-11  (This will depend on their chosen topic)  \*\*NAEA: PSVAE:  Potentially 1-13  (This will depend on their chosen topic)  \*\*\*FSEHD:  Potentially 1-6  (This will depend on their chosen topic) | Assignments, Contextual Review, Partial Completion of the TCWS |
| 1. Identify and report on relevant literature and online resources that inform your investigation on this chosen topic. | RIPTS:  Potentially 1-11  (This will depend on their chosen topic)  NAEA: PSVAE:  Potentially 1-13  (This will depend on their chosen topic)  FSEHD:  Potentially 1-6  (This will depend on their chosen topic) | Contextual Review, Partial Completion of the TCWS |
| 1. Document your new knowledge on this chosen topic by appropriately integrating it into the TCWS framework. | RIPTS:  Potentially 1-11  (This will depend on their chosen topic)  NAEA: PSVAE:  Potentially 1-13  (This will depend on their chosen topic)  FSEHD:  Potentially 1-6  (This will depend on their chosen topic) | Partial Completion of the TCWS |
| 1. Demonstrate ability to apply APA style guidelines to your academic writing. | RIPTS: 11  NAEA: PSVAE:  FSEHD: 4 | Contexutal Review, Partial Completion of the TCWS |

\* 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.19. [**Topical outline**](#bookmark=id.1pxezwc)**: Do NOT insert full syllabus, only the topical outline** |
| **1.** **Distinguishing between the TCWS and the Art Education MAT Capstone Project**  a. Identify specific areas within the TCWS that can be further developed prior to student teaching.  **2. Exploration of potential topics for focused investigation**  a. Action research methods  b. Data-driven instruction and/or assessment techniques  c. Instructional strategies and frameworks (Studio Thinking, TAB, Differentiated Instruction, etc.)  d. Art content presented in the TCWS unit of instruction  **3. Determine topic for focused investigation and identify research plan and timeframe**  a. Identify valid sources and research strategies  b. Review APA Style Guidelines  **4.** **Conducting a Contextual Review**  a. Determine which review findings relate to research inquiry  b. Organization of information  c. Composing the MAT Essay  **5.** **Apply Contextual Review findings to the TCWS**  a. Identify specific area(s) in the TCWS framework that are informed by Contextual Review findings  b. Use APA Style Guidelines to partially complete these specified areas of the TCWS |

## 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 |  |  |
| 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: 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 | Date |
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