

# ART EDUCATION SPECIALIZATION HANDBOOK



FOR SPECIALIZATION LEADING TO  
**WEST VIRGINIA CERTIFICATION**  
Teaching Field in Grades PK-Adult

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# Art Education Goals / PK - Adult

The program learning outcomes for Art Education at Shepherd University are to:

- 1) Develop an understanding of the interdisciplinary relationships and strategies of instruction which exist among the social sciences, history, the humanities, and other disciplines related to curriculum content within the context of the "Teacher as Reflective Problem Solver" model.
- 2) Correlate course content in curriculum and instruction with the guidelines of the National Association of Schools of Art and Design (NASAD). [See below.]
- 3) To develop innovative cultural producers with conceptually, stylistically, and contextually grounded compositional skills demonstrating artistic integrity and competence.
- 4) To comprehensively prepare teacher candidates for careers in public school art education according to accreditation standards.
- 5) To develop the capacity to advocate for the visual arts and articulate its role in society to the broader community.
- 6) To provide a strong authentic art making and intellectual foundation for future graduate school study in the visual arts and/or art education.

## Shepherd University EPP Admissions Requirements

### Juncture I Requirements:

- Must have an overall GPA of 2.75 and a 2.75 Shepherd GPA (incl. Transfer Students).
- Must have a C or better in all Specialty and Professional Courses (speak with your advisor).
- Must have passed the PRAXIS I Core or provided proof of exemption as determined/required by the State of West Virginia. *Please speak with your advisor regarding the exemptions/requirements/deadlines regarding the PRAXIS I Core exams.*
- Contact your advisor with any questions about any additional course work or requirements that must be completed before applying for Juncture I.

### Juncture II Requirements:

- Must have an overall GPA of 2.75 and a 2.75 Shepherd GPA (incl. Transfer Students).
- Must have a C or better in all Specialty and Professional Courses (speak with your advisor).
- Must have an overall 2.75 GPA in Specialty and Professional Courses (speak with your advisor).
- You must pass all PRAXIS II Content exams before you will be permitted to student teach. *Please speak with your advisor regarding the deadlines for passing the PRAXIS II Content exams.*

***For policies and procedures related to all teacher candidates within the EPP at Shepherd, review the [EPP Student Handbook](#) and/or the [Practicum Manual](#) and/or [School of Education website](#). For more specific information regarding your program and its requirements and/or WV State Teaching Certification requirements, contact the appropriate contacts via the information noted above.***

# Four-Year Course Progression – Fall 2022 Catalog

FALL				SPRING			
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
Core Curriculum	1	ENGL 101	3	Core Curriculum	1	ENGL 102	3
ART 103	2	Intro to Visual Arts	3	EDUC 150	1	Seminar in Education (FYEX)	1
ART 140	1	Visual Thinking	3	Core Curriculum		Choose SO with Advisor	3
ART 115		Drawing I	3	ARED 150		Digital Foundations	3
ARED 180		Inclusive Approaches	3	Core Curriculum	2	COMM 202 (HM-GL, MD) (Req.)	3
				ART 240/250/350		3-D Course	3
		<b>TOTAL</b>	<b>15</b>	<b>Take Praxis I</b>		<b>TOTAL</b>	<b>16</b>

  

FALL				SPRING			
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
Core Curriculum	1	Choose Wellness (WE)	3	Core Curriculum	1	Choose History	3
EDUC 200	2	Foundations of Education (SO-MD)	3	ART 310	2	Contemporary Art	3
ART 203		Survey History of Western Art	3	ARED 345		Curriculum and Instruction	3
ART 230		Painting I	3	ARED 400		Arts-Based Research Practices	1
ART XXX		Studio Elective	3	Core Curriculum	1	Choose Lab Science (LS)	4
Core Curriculum		Choose Math (MA)	3				
<b>Take Praxis I</b>		<b>TOTAL</b>	<b>16</b>	<b>Take Praxis I</b>		<b>TOTAL</b>	<b>14</b>

  

FALL				SPRING			
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
EDUC 320		Social / Psychological Conditions of Learning	4	Studio Concentration		Course in Concentration	6
Studio Concentration		Course in Concentration	3	EDUC 380		Innovative Technology	3
ARED 427		Special Methods in ARED	3	Core Curriculum		Choose SO with Advisor	3
ART 403		Art Criticism	3	Core Curriculum	1	Choose Lab Science (LS)	4
ARED 400		Arts-Based Research Practices	1				
EDUC 370		Creating Learning Environments	3				
<b>Apply for Juncture 1</b>		<b>TOTAL</b>	<b>17</b>	<b>Take Praxis II</b>		<b>TOTAL</b>	<b>16</b>

  

FALL				SPRING			
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
Studio Concentration		Course in Concentration	6	EDUC 455		Student Teaching (K-Adult)	9
Core Curriculum		Choose HM with Advisor	3	EDUC 461**	3	Student Teaching Seminar (WM)	3
EDUC 400		Inclusion in the Regular Classroom	3				
EDUC 443		Reading in the Content Area	3			<b>TOTAL</b>	<b>12</b>
<b>Apply for Juncture 2</b>		<b>TOTAL</b>	<b>15</b>			<b>DEGREE TOTAL</b>	<b>120</b>

\*\*EDUC 461 is designated as the Writing in the Major course for Education.

Art Education Comprehensive, B.A.

# Art Teaching Field / Specialization Requirements

- **ART 103 - Introduction to the Visual Arts (3 cr)** An introductory course designed to give insight into the nature of the visual arts and their relationship to contemporary life. Includes a study of the language and functions of painting, sculpture, and architecture. The development of styles, aesthetic principles, and the ideas of art are surveyed. Students are introduced to movements, western and non-western, in the history of art that have a strong influence on contemporary art.
- **ART 140 - Visual Thinking (3 cr)** This introductory course examines the concepts and nature of visual image making while exploring ideas associated with contemporary art making. The student begins to comprehend the function of the visual elements and principles of design to communicate concepts and ideas in a nonliteral way.
- **ART 150 - Digital Foundations (3cr)** An introductory course of digital tools, media, and workflow commonly used in photography, art, and design. This course explores the artistic process in a digital platform while reinforcing visual elements and principles.
- **ART 203 - Survey History of Western Art (3 cr)** A history of Western art from prehistoric through post-Impressionism with an emphasis on those time periods in the history of art which continue to inspire and influence contemporary art ideas and discussion including non-Western influences. Students will encounter and begin to understand artists and art works that mold the current dialogue and motivation of art making in the 21st century. Prerequisites: ART 103.
- **ART 310 - Contemporary Art (3 cr)** A history of art in the 20th and 21st centuries with special emphasis on artists and artwork of the 21st century. A study is made of the history and philosophy of the various movements, their origins and growth, and the relationship of their development to contemporary culture and thought. Through writing intensive exercises, papers, and tasks students begin to comprehend the move from representation to abstraction to art as a form of cultural critique. Prerequisites: ART 103 or ART 104.
- **ART 403 - Art Criticism (3 cr)** An investigation of the aesthetic dimension of the visual arts is made in relation to the studio experience and the history of art, preparing the student to analyze, evaluate, and judge a work of art. Prerequisites: 22 hours of art, ART 203, ART 310.
- **ARED 180 - Inclusive Approaches to Art Education (3 cr)** ARED 180 provides art education majors with an overview of practices used in teaching visual art to exceptional children. The course will examine current legislative policies and ethical issues associated with teaching special needs and special abilities students through art. In addition, this course will model teaching and classroom management strategies useful for teaching art through multicultural perspectives and to special populations.
- **ARED 345 - Curriculum and Instruction in Art Education (3 cr)** Intended for secondary education majors with a teaching field in art education, this course offers a comprehensive study of the Studio Habits of Mind and the historical role of the artist/educator in the K-12 school setting and broader community. This is accomplished through the philosophical and practical examinations of methods of critical, analytical, and evaluative thinking associated with creative problem finding and solving processes. Visual literacy principles, social justice issues, and collaborative/group dynamics are stressed. Students complete a 10-hour field experience. This course is not taught every semester. Students should check in advance with department chair. Previously offered for 4cr. Prerequisites: ART 103, ART 140, EDUC 150, ENGL 102, and ARED 180, with grades of C or better. Co-Requisite: ARED 400 (1 cr).
- **ARED 427 – Special Methods for Teaching Art (3 cr)** This course is designed to provide a synthesis of course work in art, education, and art education for advanced art education majors. Students will explore the nature of teaching visual art in contemporary K-12 grade classrooms including, for example, methods to teach art studio, art criticism, aesthetics, and art history; devices to evaluate student progress; inclusive instructional practices; and instruction in the use of technology. In addition, students will construct and critique a complete nine-month art curriculum useful for teaching in a West Virginia or nearby local public school system. Previously numbered EDUC 427. This course is not taught every semester. Students should check in advance with department chair. Prerequisites: ARED 345, ART 403, and admission to Teacher Education Program. Co-Requisite: EDUC 370 or 443, and ART 400 (1 cr).
- **ARED 400 – Arts-Based Research Practices (1 cr)** This course is designed to provide additional arts-based research and studio practice for advanced secondary education majors with a teaching field in art education. This course may be repeated to a maximum of 3 credits. Co-Requisite: ARED 345 and ARED 427.

**Select 3 credits with your advisor. Courses taken as an elective course or in Studio Concentration cannot be utilized twice.**

- ART 240 - Tools, Craft, and Technique
- ART 250 - Sculptural Forms
- ART 350 - Media and Concept

**Complete 9 credits from the following:**

- ART 115 - Drawing I (3 cr)
- ART 230 - Painting I (3 cr)
- ART 250 - Sculptural Forms (3 cr)
- ART 255 - Digital Illustration I (3 cr)
- ART 361 - Printmaking II (3 cr)
- PHOT 281 – Digital Photography (3 cr)

## Studio Concentration (Choose One Area) 15 Credits

### Graphic Design:

- GRDS 307 - Graphic Design I (3 cr)
- GRDS 312 - Graphic Design II (3 cr)
- **Additional upper-division courses as approved by the specialization coordinator**

### Painting:

- ART 330 - Painting II (3 cr)
- ART 434 - Advanced Painting Studio (3cr) May represent up to 6 credits.
- ART 475 - Interdisciplinary Studio (3 cr) May represent up to 6 credits.
- **Additional upper-division courses as approved by the specialization coordinator**

### Photography:

- PHOT 282 - Darkroom Photography (3 cr)
- PHOT 290 - History of Photography (3 cr)
- PHOT 385 - Digital Imagery Manipulation (3 cr)
- **Additional upper-division courses as approved by the specialization coordinator**

### Printmaking:

- ART 464 - Advanced Printmaking Studio (3 cr) May represent up to 6 credits.
- ART 475 - Interdisciplinary Studio (3cr) May represent up to 6 credits.
- **Additional upper-division courses as approved by the specialization coordinator**

### Sculpture:

- ART 340 - 3-D Digital Fabrication (3cr) **OR** ART 350 - Media and Concept (3 cr)
- ART 450 - Advanced 3-D Studio (3cr)
- ART 475 - Interdisciplinary Studio (3 cr)
- **Additional upper-division courses as approved by the specialization coordinator**

Visit the following link to detailed description of these course choices:

[Art Teaching Field, PreK-Adult, B.A.](#)

# National Association of Schools of Art and Design (NASAD)

## Standards for ARED Degrees

**The Bachelor of Arts or Bachelor of Science Degree.** The undergraduate education degree based on the liberal arts degree in the visual arts is the Bachelor of Arts or Bachelor of Science degree. Curricular structure, content, and time requirements for this degree shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a liberal-arts baccalaureate degree in art and professional preparation in art education.

### *General Standards and Guidelines*

Competence in basic studio skills shall be emphasized in all art education degrees. In addition to the common core of studio skills and general studies, the artist/designer electing a career in teaching must develop competencies in professional education and in specific studio areas. The professional education component should be dealt with in a practical context, relating the learning of educational theories and strategies to the student's day-by-day artistic experiences. Students should be provided opportunities for various types of teaching and directed observation throughout the period of undergraduate art education study. Students should be prepared to relate their understanding of artistic styles and principles to all major visual art media and to the related fields of music, dance, and theatre; to attitudes relating to human, personal considerations; and to social, economic, and cultural components that give individual communities their identity. In addition to the major artistic medium, whether of a fine arts or design orientation, optional sub- areas of concentration for the artist-teacher might be art history, aesthetics, criticism, or other areas related to the teaching specialization.

### *Desirable Personal Qualities, Essential Competencies, and Recommended Procedures*

**Personal Qualities.** Desirable characteristics of the prospective art/design teacher are:

- The potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences.
- The ability and desire constantly to seek out, evaluate, and apply new ideas and developments in both art and education.
- The ability to maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds.
- The ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner.

**Art Competencies.** The following basic competencies are essential to all prospective art teachers:

- Studio Art.** The prospective art teacher must be familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences. Instruction should include traditional processes as well as newer technological developments in environmental and functional design fields. Prospective art teachers must be able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished artwork.
- Art History and Analysis.** The prospective art teacher must have an understanding of:
  - The major styles and periods of art history, analytical methods, and theories of criticism.
  - The development of past and contemporary art forms.
  - Contending philosophies of art.
  - The fundamental and integral relationships of all these to the making of art.
- Advanced Work.** The student in a Bachelor of Arts program should have an opportunity for advanced work in at least one or more studio and/or art application areas. These studies should build upon the competencies outlined in Standards for Accreditation XII.C.1., 2.a. and b., and should require 6–9 semester hours.
- Technical Processes.** The prospective art teacher should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.

**Teaching Competencies.** The artist-teacher must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design instruction into the total process of education. **Specific competencies include:**

- An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
- An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs.
- Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.
- Knowledge of current methods and materials available in all fields and levels of art education.
- Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.
- The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
- An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.
- Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.

### **Professional Procedures**

- Art education methods courses should be taught by faculty who have had successful experience teaching art in elementary and secondary schools and who maintain close contact with such schools.
- Institutions should encourage observation and discussion of teaching prior to beginning formal study in teacher education, whether at the freshman or at the more advanced level.
- Supervised practice teaching opportunities should be provided in actual school situations. These activities, as well as continuing laboratory experience, must be supervised by qualified art education personnel from the institution and the cooperating schools. The prospective art teacher for certification for kindergarten through high school (K–12) ideally should have a period of internship at both elementary and secondary levels and should be given substantial responsibility for the full range of teaching and classroom management in these experiences. The choice of sites must enable students to develop competencies consistent with the standards outlined above and must be approved by qualified art personnel from the degree-granting institution.
- Institutions should encourage ongoing professional studio involvement for art teachers.
- Institutions should establish specific evaluative procedures to assess student progress and achievement. The program of evaluation should include an initial assessment of student potential for admission to the program, periodic assessment to determine progress throughout the program, and further contact after graduation. It is recommended that a college supervisor be enabled to make at least two visits each month during the internship to conduct individual conferences with the student teacher and confer with cooperating school personnel.