

**Shepherd University
Teacher Education Program
Art Education
Handbook**



Teaching Field in Grades P-Adult

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For Students Entering Fall 2011 and Later

Student's Name _____

Table of Contents

| | |
|--|--------------|
| Philosophy and Theme | 3 |
| The Role of Practicums in TARPS | 4 |
| Teacher Education GPA Policy | 5 |
| Selection, Retention, Completion, and Certification | 6-8 |
| Curricular Policies | 9-10 |
| Selection & Retention Status Categories | 11 |
| Appeal Policy and Procedures | 12 |
| Student Practicum Profile/Restrictions on Placement | 13 |
| Requests for Policy & Procedure Waiver | 14-15 |
| Art Education Goals 5-Adult | 16 |
| Curriculum Standards for Art | 17-27 |
| Curriculum Summary Sheet Art P-Adult | 28 |
| Curriculum Summary Sheet Professional Education P-Adult | 29 |
| Suggested 8 Semester Sequence: ART P-Adult | 30-31 |
| PRAXIS Testing Information | 32-33 |
| SAMPLE FORMS | 34 |
| Portfolio Plan and Assessment Form | |
| Computer Competence | |
| Juncture 1 Form | |
| Juncture 2 Form | |
| JUNCTURE 1 REQUIREMENTS FROM THE CERTIFICATION ANALYST | 43-44 |

Philosophy and Theme

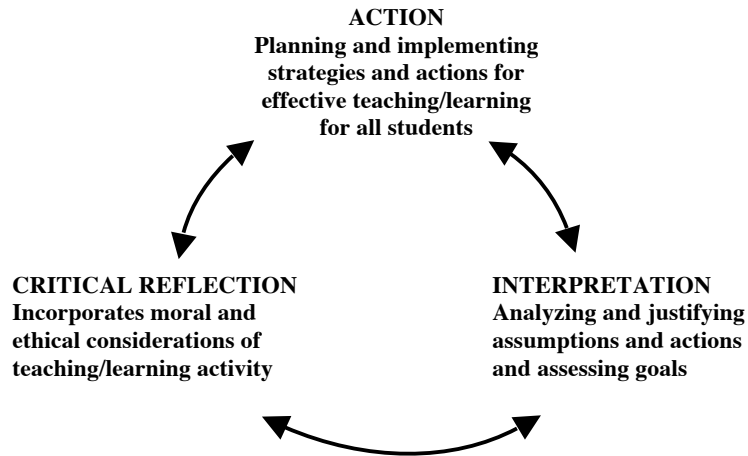
The teacher education program faculty at Shepherd University believes that in order to be effective in today's public schools, a teacher must be knowledgeable, possess a professional disposition, and conduct teaching/learning experiences which ensure the development of all children's ability to be critical participants in and a productive member of a democratic society. The education program at Shepherd University is based on the following philosophical position:

The Teacher Education Program at Shepherd University is committed to the idea that knowledge enables one to make informed choices, to actively participate in the shaping of one's own life, and to influence the social, cultural, political and economic structures of a democratic society. Based on the belief that education should empower all students and teachers to exercise informed choices in a global society, our purpose is to facilitate the development of liberally educated teachers who demonstrate the willingness and capacity to empower all P-Adult students. The program is committed to promoting social justice, embracing diversity and inclusion, and enhancing teaching and learning through technology. The schooling context is very complex; it is characterized by a significant degree of ambiguity that precludes a formulaic approach to teaching. This complexity necessitates that teacher candidates develop a philosophy and principles for practice based on reflective problem solving. Teachers must identify and frame problems, generate and consider multiple solutions, choose and implement courses of action, and evaluate impacts. The criteria for the assessment of effective teaching must include not only curricular and pedagogical concerns but also the ethical dimensions of teaching/learning. Schooling is not done to students; it is done with students.

Consistent reflection on the nature and practice of education is a hallmark of a critically thinking teacher. Consequently, the chosen theme of the teacher education program at Shepherd University is TEACHER AS REFLECTIVE PROBLEM SOLVER (TARPS). We have established a framework for the development of reflective dispositions. In order to respond effectively to the range of concerns found in today's classrooms, a teacher needs to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection. The effective teacher examines her/his Action and is concerned with the effective application of pedagogical knowledge and strategies to achieve stated educational goals for every child. This action is subject to Interpretation. Here the teacher explicates and justifies the assumptions and predispositions that underlie her/his teaching/learning activity. During the process of Critical Reflection the teacher assesses the adequacy of the educational goals towards which the educational experience leads and incorporates moral and ethical criteria in assessing the outcomes of teaching/learning activity.

THE ROLE OF PRACTICUMS IN TARPS

From the thematic model of TARPS, we have conceptualized an experience cycle for the prospective teacher that involves her/him in a continuous process of action and reflection.



TEACHER EDUCATION GPA POLICY
Requirements and Definitions

Students seeking certification in education through Shepherd University are required to obtain the following Grade Point Averages:

| | |
|--|------|
| Educational Studies | 2.75 |
| <i>(includes Professional Studies and Specialty Studies courses)</i> | |
| Overall | 2.75 |

It is the policy of the Professional Education Unit that these GPA's will not be waived. Extenuating circumstances will be considered by the appropriate departments upon the receipt of a written request by a student. In those cases deemed to merit further consideration, the following regulations will apply:

1. Core Curriculum:
 - a. The Core Curriculum program allows for some flexibility in the selection of courses. The student may be allowed to take additional courses, in the areas where flexibility occur, to raise the GPA. In effect, the new course selected will substitute for the course previously taken in calculating GPA.
 - b. Courses will be selected jointly by the student and the Department of Education.
2. Specialty Studies
 - a. With the approval of the department involved, additional courses in the teaching field may be assigned to raise a GPA.
 - b. Courses will be selected by the Specialization Coordinator.
3. Professional Studies:
 - a. With the approval of the Department of Education, additional courses in professional education may be assigned to raise a GPA.
 - b. Courses will be selected by the Department of Education.
4. Overall:
 - a. With the approval of the Department of Education and the appropriate teaching field department(s), additional courses may be assigned to raise a GPA.
 - b. Courses will be selected jointly by the Department of Education and the appropriate teaching field Specialization Coordinator.

GPA Requirements and Definitions:

Specialty Studies: Primarily content courses required for certification in different fields of study, e.g., Elementary K- 6, Social Studies 5-Adult.

Professional Studies: Courses beginning with EDUC prefix required for certification in different fields of study.

Educational Studies: Combination of Specialization and Professional Education courses required for certification in the various fields of study. We require a 2.75 GPA in Professional Studies.

Core Curriculum: Those credit hours required by Shepherd University for a degree.

Overall: All courses taken for credit toward graduation, including Educational Studies, General Studies, and Electives. We require a 2.75 Overall GPA.

SELECTION, RETENTION, COMPLETION, AND CERTIFICATION

A. Students who have entered Shepherd as a student beginning first semester of University work (The eligibility criteria for each review Juncture are minimums established by the Professional Education Unit.

1. Admission to Program: Juncture 1 Review

- a. Student obtains application form for admission from the Department of Education, completes the form, and returns it to the Department of Education Office, 108 Knutti Hall. To be eligible for admission to the Teacher Education Program (TEP) the student must¹:
 - i. have made satisfactory progress in portfolio development per advisor review;
 - ii. have demonstrated prerequisite computer skills
 - iii. have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary TEP or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
 - iv. if adding an additional teaching field, have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary Education Program or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
 - v. have completed EDUC 150 Seminar in Education, EDUC 200 Foundations of American Education, and EDUC 320 Social & Psychological Conditions of Learning with a grade of at least "C";
 - vi. have passed all sections of the PPST or provide official proof of exemption;
 - vii. have earned an overall GPA of 2.75 on at least 24 degree credits taken at Shepherd;
 - viii. have completed ENGL 101, ENGL 102, 103 or 104 and COMM 202 with a grade of at least "C";
 - ix. have no grade lower than a "C" in any Professional Studies or Specialty Studies courses;
 - x. student submits a signed statement attesting that s/he has not been convicted of a felony or crime related to moral character as established by West Virginia Code. A student who has been convicted of a felony or crime related to moral character (i.e. sexual abuse, physical abuse, child abuse, etc.) will be denied admission to the TEP. Falsification of this information will result in removal from the TEP. If at any point in the TEP a teacher education student is convicted of such a crime, s/he will be removed from the program;
 - xi. have met specific requirements in the Specialization/Endorsement Handbook for the area into which one wishes to be admitted.

¹ The TEP does not discriminate against students with disabilities as long as those conditions do not interfere with either the acquisition or performance of the knowledge and skills necessary for teaching.

² PPST exemptions: The **Pre-Professional Skills Test (PPST)** [called Praxis I] may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 beginning March 2005.

Registration forms and information for the PPST may be obtained on the Bulletin Board outside Room 104 Knutti Hall. Because registration deadlines occur at least one month prior to test administration and because it takes at least six weeks for ETS to report scores, students should plan carefully to ensure test scores are available when needed. Students are responsible for requesting that test scores be sent to the Shepherd University Department of Education office.

- b. Upon receipt from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to TEP.
- c. Once eligibility requirements have been met, the Specialization Coordinator
 - i. certifies eligibility requirements have been met;
 - ii. reviews advising file, including qualitative evaluation;
 - iii. solicits information from department(s) and/or program review panel for review;
 - iv. informs the Director of Teacher Education of Juncture 1 decisions;
 - v. documents Juncture 1 decision in the candidate's advising file.
- d. The Director of Teacher Education
 - i. informs PEUC of the Juncture 1 decisions of the Specialization Coordinators; PEUC has the authority to review any Juncture 1 decisions upon the request of two or more members within one week of date of notification;
 - ii. informs the candidate of the Juncture 1 status.
- e. If admission is Provisional Status, it is the responsibility of the candidate, if s/he continues to desire admission, to successfully address the reasons for Provisional Status and resubmit application.
- f. If admission is denied, the student is assigned to Non-Admit Status. If the student wishes to challenge the Non-Admit Status, established appeal procedures must be followed.

2. Admission to Student Teaching: Juncture 2 Review

- a. To be eligible for review for admission to student teaching the student must:
 - i. have passed Retention Juncture 1 Review;
 - ii. have Full Status in TEP;
 - iii. have made satisfactory progress in portfolio development;
 - iv. have the required GPA (set by Specialization area with 2.75 the minimum) in both Educational Studies and Overall;
 - v. have no grade lower than a "C" in all Education Studies courses;
 - vi. have met all requirements as specified by the Specialization in Catalog or Specialization Handbook;
 - vii. continue free of conviction for felony or any charge involving moral character.
- b. The Specialization Coordinator/advisor
 - i. reviews advising file including PRO-05 Qualitative Evaluations from TK20;
 - ii. certifies eligibility to student teach;
 - iii. solicits information from the Department(s) for review of applicant for student teaching;
 - iv. informs the Director of Teacher Education of Juncture 2 decisions;
 - v. documents Juncture 2 decision in the candidate's advising file.
- c. The Director of Teacher Education
 - i. informs the PEU of the Juncture 2 decisions of the Specialization Coordinators; PEU has the authority to review any Juncture 2 decisions upon the request of two or more members within one week of date of notification;
 - ii. informs the candidate of Juncture 2 status.
- d. If admission to student teaching is approved, the student must attend the Pre-Student Teaching Meeting held approximately the 4th week of each semester prior to the Student Teaching Semester.
- e. If admission to student teaching is denied, the student is removed from the Teacher Education Program. If the student wishes to challenge the Removed Status, s/he may initiate an appeal following established procedures.

4. Certification: Juncture 3 Review
 - a. To be eligible for certification review the student must:
 - i. have completed all coursework applied toward the degree including a minimum of 45 upper division hours.
 - ii. have Full Status in TEP
 - iii. have a 2.75 GPA in each of the following: Educational Studies and Overall (unless the Specialization requirements are higher.)
 - iv. have no grade lower than a C in Education Studies or Specialty Studies.
 - v. have met any additional Specialization requirements.
 - vi. pass state mandated tests for West Virginia certification.
 - vii. have submitted required forms and fees for certification.
 - b. To be recommended for certification the Director of Teacher Education:
 - i. documents completion of review criteria.
 - ii. attests the following: “To the best of my knowledge the applicant is of good moral character and physically, mentally, and emotionally qualified to perform the duties of an educator; and is not the subject of any criminal conviction or currently pending charged felonies or misdemeanors which would show a lack of good moral character.”
- B. Transfer Students: Only policies and procedures which differ from those which apply to students entering Shepherd University as students beginning first semester of University work will be indicated.
 1. Transferred Credit will be evaluated for use in the TEP based on the premise that the integrity and coherence of the TEP must be maintained for all students.
 - a. Upon review of transferred Specialty courses, the Specialization Coordinator is authorized to require additional coursework/experiences or course substitutions if s/he judges the transferred courses deficient in addressing the content, theme, and/or goals and objectives of the Specialization and the TEP. It is the student's responsibility to provide sufficient information about transferred courses to permit informed judgment.
 - b. Upon review of transferred Professional Studies courses, the Chair of the DOE, in consultation with the appropriate members(s) of the DOE faculty, is authorized to require additional coursework/experiences if s/he judges the transferred courses deficient in addressing the TEP theme and/or goals and objectives. It is the student's responsibility to provide sufficient information about transferred courses to permit informed judgment.
 2. To be eligible for Juncture 1 review, the transfer student must have completed a minimum of nine (9) hours specified by the Specialization Coordinator or her/his designate; and have a GPA of 2.75 on all hours completed at Shepherd University and an overall GPA of at least 2.75.
- C. Students with degrees seeking WV Certification must complete at least nine (9) credit hours of course work at Shepherd University and meet all other requirements before applying for Juncture 1 Review.

CURRICULAR POLICIES

- A. The Shepherd University faculty is responsible for the core curriculum. The PEU and Director of Teacher Education communicate the curricular and pedagogical needs of Teacher Education Programs to the Faculty through the Curriculum and Instruction Committee and the Faculty Senate.
- B. 1. Under CORE CURRICULUM FOR GRADUATION in the Shepherd University Catalog, it states:
- “A student will have a seven-year period to complete requirements under the catalog in effect at the time of entrance. Students may elect to graduate under a later catalog than the one under which they entered; however, students are not permitted to split catalogs.”
- If more than seven (7) years has elapsed between completion of any Education Studies (Professional and Specialty Studies) course(s) and the completion of the Teacher Education Program, a student must have the ‘expired’ course(s) assessed by the appropriate University faculty and/or Department Chair to determine whether the course satisfies current knowledge standards. If it is determined that the course does not meet current knowledge standards, the student must retake the current course of the same name or take an equivalent course.
2. State mandated changes, if they occur, override requirements in both the University Catalog and Specialization Handbooks on an implementation schedule determined by the State.
- C. Once a student has been admitted to Shepherd University, transfer coursework approved by the Registrar that the student wishes to be applied to meeting Educational Studies requirements must be approved. In the case of Specialty courses, the approval must come from the Specialization Coordinator or his/her designee. In the case of Professional Studies, the approval must come from the Chair of the Department of Education or his/her designee. It is the student's responsibility to provide sufficient information regarding the courses under consideration to permit an informed judgment based on the content and thematic requirements of the Teacher Education Program.
- D. All students seeking Elementary or Secondary certification must have a minimum of 45 credit hours above the sophomore (200) level.
- E. The last six hours of coursework toward a degree from Shepherd University must be completed at Shepherd University.
- F. Advisors will not permit advisees to enroll in courses for which prerequisites are not met without prior approval. It is the student's responsibility to establish a documented case justifying an exception.
- G. Each Specialization area determines the courses that must be satisfactorily completed prior to student teaching.
- H. All required Professional Studies courses except Student Teaching and its associated seminar-must be completed prior to student teaching.
- I. For students who fail Student Teaching, the grades earned in Student Teaching and the associated seminar class will be used in calculating the GPA in Education Studies necessary to enroll in Student Teaching each successive time.
- J. Specialization Coordinators will work with the person coordinating Practicum Services to facilitate field experience and student teaching placements.

K. Students in consultation with the Specialization Coordinator may make placement preferences known to the person coordinating Practicum Services. Final decisions for placement rest with the Director of Teacher Education or his/her designee.

SELECTION & RETENTION STATUS CATEGORIES

Status Categories

Full Status

Defining Condition:

In compliance with all requirements.

Provisional Status

Defining Condition:

- a. Juncture 1 Review: student is currently “in progress” in course(s) required to meet eligibility requirements.
- b. Juncture 2 Review: student is in Full Status and is currently “in progress” in course(s) required to meet eligibility requirements.

Restrictions:

- a. Provisional Status resulting from “in progress” condition: If final grade is satisfactory, Full Status is automatically conferred.

Non-Admit Status

Defining Conditions:

- a. The student is eligible for Juncture 1 Review and has applied for review, but has failed to pass Juncture 1 Review.

Restrictions:

- a. The student may not enroll in further Teacher Education Program courses until the Non-Admit Status

Probationary Status

Defining Conditions:

- a. Student has been in Full Status but has not maintained GPA requirements in Education Studies and/or Overall

Restrictions:

- a. Student must consult with her/his advisor to plan for removing deficiencies.
- b. At the completion of the probationary semester (the one following the semester during which an adequate GPA was not maintained), the student must initiate an Advisor review of his/her status if the deficiency has been successfully addressed. Unless the Probationary Status is removed at the end of the semester, the student may not enroll in Teacher Education Program courses.

Removed Status

Defining Condition:

Student has been admitted but subsequently has failed to meet the following retention requirements:

- a. The minimum GPA requirement in Education Studies and/or Overall has not been met for two consecutive semesters.
- b. The student has been convicted of a felony or any crime related to moral character or has falsified the statement denying conviction.
- c. The student has met eligibility requirements for Juncture 3 but has not passed review.

Restrictions:

Student may not enroll in Professional Studies courses.

APPEAL POLICY AND PROCEDURES

A. There are three review junctures as students' progress through the teacher education program:

1. Juncture 1 – Admission to the Teacher Education Program
2. Juncture 2 – Admission to Student Teaching
3. Juncture 3 – Certification

B. Student Appeal. A student may appeal under the following conditions:

1. a failed review at any Juncture
2. removal from the Teacher Education Program for deficiencies

C. Procedure for Appeal

1. The student must inform the Director of Teacher Education in writing of the intent to appeal ten (10) academic days after formal notification of such status.
2. The Director of Teacher Education will form an Appeal Panel consisting of four (4) PEU Council members and one (1) non-PEUC member. The DTE will Chair the Appeal Panel which will meet no more than fifteen (15) and no less than ten (10) academic days after receipt of the student's written intent to appeal. The student will be informed of the scheduled hearing within three (3) academic days.
3. At least four (4) days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to all members of the appeal panel this and all other relevant documentation for review.
4. The student must be present at the appeal to present and support the appeal and respond to questions from the appeal panel members.
5. The student will leave the room after presenting the appeal and responding to questions.
6. The Director of Teacher Education will inform the student in writing of the decision of the Appeal Panel.
7. If the student wishes to appeal this decision, procedures specified in the University Student Handbook must be followed.

D. PEUC Review of Student Teacher Re-Applications

The PEUC Candidate Committee will review Student Teacher re-applications and supporting documentation, and bring a motion before the PEUC. If the student's advisor or supervisor is a member of the Candidate Committee, that person (or persons) will be replaced by another PEUC member at large. If the Candidate Committee is comprised of an even number of members, an additional PEUC member will be selected at large.

STUDENT PRACTICUM PROFILE

At the completion of the practicum experiences, including Student Teaching, a student should have had at least two distinct experiences coded E, M, or EM, with at least one of those coded E or M. See the Practicum Manual for an explanation of the coding system and how schools are coded.

RESTRICTIONS ON PRACTICUM PLACEMENT

In order to avoid unnecessary problems, the student teacher may not student teach in a high school from which he/she has graduated or attended, a school in which the student has family members on staff or in attendance, or a school in which the student is employed.

REQUESTS FOR POLICY & PROCEDURE WAIVER

A. Waiver requests specific to the teaching specialization

1. The student must present a written petition to the appropriate Specialization Coordinator. The petition must explain the nature of and the reasons for the petition.
2. In conjunction with the relevant department, the Specialization Coordinator will make a decision on the petition and inform the student in writing of that decision.
3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within ten (10) academic days of having been informed of the petition action. The following process will then ensue:

The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.

At least four (4) days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to the PEU Council members this and all other relevant documentation for review.

A quorum of the PEU Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote except the Chair who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a hearing.

The student must be present at the appeal to present and support the appeal and respond to questions from the PEU Council membership.

The student will leave the room after presenting the appeal and responding to questions. The Director of Teaching Education will inform the student in writing of the decision of the PEU Council. If the student wishes to appeal the PEU Council decision, procedures specified in the University Student Handbook must be followed.

B. Waiver requests pertaining to Professional Studies or General Studies

1. The student must present a written petition to the Chair of the Department of Education. The petition must explain the nature of and the reasons for the petition.
2. In conjunction with the Department of Education faculty, the Chair will make a decision on the petition and inform the student in writing of that decision.
3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within one week of having been informed of the petition action. The following process will then ensue:
 - a. The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This Panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.

- b. At least four days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to members of the PEU Council this and all other relevant documentation for review.
- c. A quorum of the PEU Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote, except the Chair who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a Hearing.
- d. The student must be present at the appeal to present and support the appeal and respond to questions from the PEU Council membership.
- e. The student will leave the room after presenting the appeal and responding to questions. The Director of Teacher Education will inform the student in writing of the decision of the PEU Council. If the student wishes to appeal the PEU Council decision, procedures specified in the University Student Handbook must be followed.

ART EDUCATIONAL GOALS P-Adult

The goals of the program for Art Education P-Adult are:

1. to 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. to provide beginning art teachers with rationales, goals, and objectives related to art education curriculum in grades P-Adult.
3. to identify similarities and differences among students and to develop appropriate plans and instructional strategies to meet the needs of diverse students populations, including students with exceptionalities.
4. to correlate the course content in curriculum and instruction with the guidelines of the National Art Education Association Standards for Art Teacher Preparation.
5. to develop sources and strategies for incorporating education that is multicultural into curriculum and instruction.
6. to provide beginning teachers with competencies in planning instruction, implementing instruction, and evaluating instruction.
7. to develop sources and strategies to incorporate citizenship education into the instructional process.
8. to provide beginning teachers with competencies in the application of media technology to the teaching/learning process.

STANDARDS FOR THE ART EDUCATION PROGRAM

Quality art teacher preparation programs are designed to provide students with strong backgrounds of study in art education and in the visual arts. Course work is structured to develop expertise in studio art, art history, art criticism and aesthetics. Art teacher candidates receive extensive training to deliver comprehensive instruction to help students make, study, interpret and evaluate works of art (NAEA, 1985).

Students spend appropriate time learning in foundation areas, including educational philosophy, history and psychology. They are provided with the knowledge, skills and experiences in methods necessary for the development of curriculum, instruction and assessment appropriate for various applications and levels of art education. They also acquire the skills to use technology in these processes.

Opportunities for classroom visitation, visits to other educational institutions, and internships exist in addition to the student teaching experience. These experiences are designed to allow students to gain experience with diverse populations and school settings. Throughout the program of study, practical skills needed to organize and maintain a comprehensive art classroom and to manage student behavior are developed.

Teacher education programs in the visual arts prepare students with knowledge of historical developments and prevailing theories of art education. Students demonstrate an understanding of emotional and cognitive characteristics of children, adolescents and young adults in relation to their artistic and aesthetic development. They recognize interests, abilities and needs of children and young people and use this information to

Standard I: Art Teacher Preparation Programs Focus on Content of the Visual Arts.

Teacher education programs in the visual arts provide:

A. numerous opportunities to study and engage in the processes of art making involving traditional and contemporary studio approaches such as: drawing, painting, sculpture, ceramics, printmaking, fiber arts, photography, video, computer generated imagery, performance, environmental design and graphics. Basic concepts and skills related to processes, organizational structure, technical aspects, expressive content, social functions, communicative qualities and technological knowledge are developed through these comprehensive studio experiences; make instructional decisions. They apply theories of curriculum and instruction as they reflect on and refine their own practice of art education.

B. opportunities for concentrated work in at least one studio area. Art teacher candidates need to demonstrate competency in a variety of art forms, but at least one area of studio specialization will provide a level of competence that will serve to enrich their teaching;

C. experiences which train students to engage in inquiry in the history of art, acquire knowledge of the context in which works of art have been created, and foster respect for all forms of art. Students are introduced to artists and artifacts from a variety of cultures, periods, places and styles;

D. a knowledge of the cultural context surrounding major artistic styles and historical periods of the development of art from a global perspective. This knowledge includes those political, economic and social issues surrounding the emergence of traditional and contemporary art forms;

E. a knowledge of traditional and contemporary artists representative of diversity in regard to gender and ethnicity;

F. experiences in various methods and models of art criticism to provide a knowledge of a variety of analytical and interpretive methods as components of the critical process. Students are encouraged to make reasoned interpretations and evaluations of works of art from a variety of perspectives and to share these views in both written and oral formats;

G. opportunities for students to be introduced to aesthetic theories and philosophies of art and to study the functions and purposes of art from various cultures and differing contexts. Students investigate a wide range of works of art which elicit varying aesthetic responses. They examine and reflect on their own emotional response to works of art;

H. beginning knowledge of major traditional and contemporary theories of art such as mimesis, formalism, expressivism, instrumentalism, and institutionalism among others and of the impact of these philosophies of art on the creation of contemporary art forms.

Standard II: Art Teacher Preparation Programs Provide Teacher Candidates with a Thorough Knowledge of the Theory and Practice of Art Education.

Teacher education programs in the visual arts:

A. include study in the historical developments and prevailing theories of art education. Students understand that there are multiple approaches to teaching art and can discuss these approaches in terms of historical precedent and personal philosophical positions;

B. provide teacher candidates with an understanding of the philosophical and social foundation underlying the inclusion of art in general education and the ability to express a rationale for a personal philosophical position concerning the relevance and importance of art education;

C. include study in the physical, emotional, artistic and cognitive development of children, adolescents and young adults that provides a foundation for developing instruction relative to specific interests, abilities and needs;

D. provide students with a thorough understanding of child development as it relates to visual perception, artistic production and aesthetic response. Art teacher candidates should also have knowledge of the specific characteristics and needs of special populations (such as gifted, hearing or sight-impaired, behavior-disordered, mentally or physically challenged, and English Language Learners [ELL]) and of teaching strategies appropriate to those populations;

E. provide opportunities for art teacher candidates to have supervised experiences in a variety of classroom settings in addition to the traditional student teaching experience. These settings should include elementary, middle, and high school classrooms in schools and districts that include various cultural and economic levels. Settings in which students can observe art teachers effectively working with early childhood, special needs, and ELL populations should be included.

F. engage prospective teachers in the study of theories of curriculum and instruction which make it possible for students to reflect on and refine their practice of art education;

G. provide opportunities for students to develop curriculum inclusive of art making, art history, art criticism and aesthetics in a variety of instructional formats reflective of national, state, and local curricular standards and frameworks.

H. provide art teacher candidates with knowledge of current teaching methods, materials and resources appropriate for various educational settings and levels of art education. Additionally, opportunities to gain practice in implementing this knowledge in the context of planning instruction are included;

I. provide opportunities for students to understand the importance of creating classroom environments in which effective art instruction can take place. Such environments should be conducive to discussion, multiple interpretations and the open exchange of ideas;

J. provide students with the skills to develop interdisciplinary curriculum which emphasizes the content of art as an essential component;

K. provide teacher candidates with a knowledge of assessment methods appropriate to the evaluation of student work, their own teaching and their art program as a whole;

L. emphasize the importance of continuing self-evaluation and professional development as an essential component of effective teaching. Art teacher candidates are provided with many opportunities to reflect on their academic and clinical experiences throughout their preparation and understand that the process of reflection contributes to increased awareness of professional growth.

Standard III: Art Teacher Candidates Have a Comprehensive Knowledge of Student Characteristics, Abilities, and Learning Styles.

Art teacher candidates:

A. demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential and social factors;

B. recognize that established stages of artistic development in terms of both art making and response to art are general rather than specific and that each student, regardless of age, progresses on an individual basis in achieving art competencies;

C. understand that students have differing learning styles and develop a repertoire of teaching strategies appropriate to the needs of all students.

Standard IV: Art Teacher Candidates Are Sensitive Observers in the Classroom.

Art teacher candidates:

A. insightfully observe students and student work to understand individual differences that exist in the classroom;

B. know the importance of acquiring information through formal conferences and informal conversations with students, their families, other teachers, counselors, school psychologists and administrators to gain greater understanding of student needs;

C. understand that students learn in different ways and at different paces. They respect and value the unique backgrounds, abilities and interests of all students;

D. are sensitive to differences in artistic and aesthetic responses of students to works of art and to the varying artistic and aesthetic values of different cultures.

Standard V: Art Teacher Candidates Are Able to Use a Knowledge of Students to Plan Appropriate Instruction.

Art teacher candidates:

A. know that students may take different paths to the understanding and creation of art and are able to plan instruction that allows for those differences;

B. help students create, experience and understand art relevant to their experiences and interests;

C. insure that students have the physical, cognitive and emotional maturity to accomplish a task safely before allowing them access to any potentially hazardous materials or tools;

D. have high expectations for all students appropriate to individual levels of cognitive, artistic, emotional and physical development.

CURRICULUM DEVELOPMENT

Curriculum development is at the heart of successful art programs. Art teacher candidates need to be well grounded in knowledge about the content and purposes of art, art education, student development and relationships to the overall curriculum in order to make

quality decisions about the scope and sequence of meaningful learning experiences. This knowledge will lead teachers and students to make informed choices about art experiences, possible career options, and how the arts fit into and influence individual, community and societal contexts.

Standard VI: Art Teacher Candidates Develop Curriculum Reflective of the Goals and Purposes of Art Education.

Art teacher candidates:

- A. develop curricular goals that make it possible for students to have unique, informed and enriching experiences creating and responding to art. They realize that art making experiences are enriched by opportunities to attend to and respond to the artwork and that these opportunities, along with those to respond to the works of established artists, should be an integral part of the art curriculum;
- B. consider national, state, and local curriculum standards and frameworks while making curriculum decisions;
- C. make thoughtful choices about the organization, structure, and pacing of indepth learning experiences in the classroom;
- D. continuously develop ambitious goals for, and have high expectations of, all students;
- E. are capable of developing short- and long-term instructional units as components of a comprehensive, sequential curriculum;
- F. understand and incorporate the essential inter-relatedness of curriculum, instruction, and assessment;
- G. are familiar with art curriculum resources produced by museum education departments and other publishers and are able to make selections appropriate for their own curricular goals.

Standard VII: Art Teacher Candidates Develop Curriculum Reflective of an Understanding of the Breadth, the Depth and the Purposes of Art.

Art teacher candidates:

- A. develop curriculum reflecting a breadth and depth understanding of art history, artists, and diverse cultures;
- B. develop curriculum that encompasses different forms of theoretical and philosophical approaches to art by making theories of art accessible to students;
- C. make reasoned and insightful selections of works of art to support teaching goals;
- D. consider the content of art in the context of exploring fundamental individual and societal issues;
- E. promote student experiences in art by equipping students with a knowledge base of historical, critical and aesthetic concepts.

Standard VIII: Art Teacher Candidates Develop Curriculum Inclusive of the Goals, Values and Purposes of Education, the Community and Society.

Art teacher candidates:

- A. understand the importance of making curriculum content decisions based on student, school, and community contexts;
- B. can articulate how the art curriculum coordinates with the school, district and state curriculum

guidelines;

C. are capable of interdisciplinary curriculum development and review emphasizing the content of art as an essential component;

D. adapt, change, modify and select from a range of curricular options based on student needs;

E. develop instructional units appropriate for all students;

F. incorporate learning experiences that require higher order and critical thinking skills thereby enhancing student problem solving abilities;

G. develop curriculum which provides opportunities for students to learn to work cooperatively as well as individually;

H. communicate the variety of career options associated with the visual arts and their value in relation to civic, social and economic issues to students, parents, and the community at large;

I. share the goals of their curriculum publicly, especially with students, colleagues, parents, other caregivers, and community members.

INSTRUCTION

Art teacher candidates are responsible for creating and managing instructional environments necessary for appropriate and successful student learning within diverse art classrooms and other educational settings. They plan for, and translate, visual arts and related curricular and interdisciplinary content into successful learning opportunities for students of all ages, backgrounds, abilities, and developmental levels. They develop instructional goals and make sound, sensitive, and ethical instructional decisions based on a strong art content knowledge base, knowledge of students, and a range of pedagogical strategies. They inquire thoughtfully into and reflect upon the nature of their instructional decisions, practices, and assessments.

Standard IX: Art Teacher Candidates Are Able to Affect Student Learning in the Content of Art.

Art teacher candidates:

A. implement a comprehensive approach to art education that integrates studio, art history, aesthetics and art criticism. They translate this content via appropriate instructional methods and strategies that are compatible with students backgrounds, understandings, ages, and levels of development;

B. encourage students to experiment with and expand their repertoires of media and techniques in their art making, and to see the connections between their own approaches and those used by other artists;

C. help students recognize multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects;

D. help students learn to solve representational problems using different strategies such as working from memory and experience, with visual narratives, and from observation; using source material such as words, art and other references; working with different styles for greater expressiveness; and working symbolically and metaphorically;

E. help students engage in the meaningful exploration, analysis, interpretation, and judgment of art. They encourage students to make and understand connections between the meanings in the world of art and in their own lives. They help students develop an appreciation of art, and of the world around them;

F. help students become familiar with the history of art, specific artists and art forms of various

cultures;

G. introduce students to different forms of theoretical and philosophical approaches to art, and engage them in thoughtful oral and written inquiry into the nature of art;

H. facilitate the development of intellectual values such as critical thinking and higher order thinking skills through active engagement with the visual arts.

Standard X: Art Teacher Candidates Are Able to Create Effective Instructional Environments Conducive to Student Learning.

Art teacher candidates create instructional environments that:

A. are physically, emotionally, and intellectually safe. These are supportive, shared, and collaborative environments that promote the learning of all students, including those with special needs;

B. embrace a respect for diversity;

C. promote principles of fairness and equity;

D. are well managed and well functioning. They recognize that teachers are responsible for managing the simultaneous activities that take place daily in today's diverse and changing classrooms;

E. allow students to increasingly take responsibility for their own learning, to inquire into the subject, and to learn and think in independent and productive ways.

F. integrate a variety of instructional resources to enhance learning for all students.

Standard XI: Art Teacher Candidates Are Well-Versed in Pedagogy.

Art teacher candidates:

A. have well-developed planning skills and are able to make informed and flexible instructional decisions. They recognize that careful long- and short-term planning skills are essential for successful art instruction;

B. are able to translate art content and other related curricular concepts into sound pedagogical practices that reflect the needs of students and the inherent characteristics of meaningful art instruction;

C. have a well-developed repertoire of teaching methods and practices within their instructional environments. They recognize that a range of methods is needed in order to increase the learning opportunities for all students, as well as for the appropriate translation of specific art content;

D. allow students to discuss, examine, and share aspects of their art making orally and through writing. They assist students in recognizing alternative interpretations and exploring multiple ways of understanding works of art;

E. have well-developed communication skills and are familiar with appropriate ways of asking questions, facilitating discussions, and promoting critical thinking;

F. are sensitive to a range of student abilities, interests, and skills, and are able to adapt their curriculum and pedagogical practices accordingly;

G. create instructional and learning environments that reflect the use of newer technologies as instructional and learning tools;

H. know the importance of using an array of instructional school-based and community resources to enhance their teaching.

I. provide opportunities for students to demonstrate their success in the visual arts to peers, family members and the community;

Standard XII: Art Teacher Candidates Inquire Into Their Own Practices and the Nature of Art Teaching.

Art teacher candidates:

A. inquire into their own teaching practices, and the practices of others, in order to further develop and refine instruction. They observe closely the practices other teachers who model good teaching in schools in order to improve their teaching;

B. seek help, advice and mentoring from other teachers, arts supervisors, administrators and colleagues;

C. recognize the professional obligation to model good teaching within art classrooms;

D. continually refine their practices through experimentation with new ways of teaching and demonstrate an openness to new ideas and ways of thinking about teaching;

E. accept responsibility for being up-to date with new developments in teaching and schooling at local, state, and national levels;

F. recognize that value of the teacher as researcher as a means of improving the quality of art instruction in their classrooms, as well as the field at large.

Standard XIII: Art Teacher Candidates Are Instructional Collaborators.

Art teacher candidates:

A. work to break down stereotypes about art and art learning that may exist among administrators and faculty in other subject areas;

B. identify issues and art resources that can be explored in an interdisciplinary manner with other teachers. They encourage colleagues to use the arts as essential components of interdisciplinary study;

C. seek to learn about the pedagogical practices and instructional programs of other teachers with the purpose of forming interdisciplinary connections and collaborations making art a more articulated and central part of the school curriculum.

ASSESSMENT IN ART EDUCATION

Art teachers, like their colleagues across the curriculum, are asked to take full responsibility for evaluation and assessment. Art in today's schools is a subject for all students, as well as for advanced study by those with particular interests and aptitudes. Art can be studied, practiced, learned and understood by all students as an essential part of their general education and as preparation for lifelong learning in the arts. Prospective teachers are expected to develop expertise in assessment as part of their professional preparation. Their understanding of assessment in art education should be commensurate with their competencies in curriculum and instruction. Indeed, these three areas of teaching expertise must be fully integrated in practice.

The arts contribute unique perspectives within the field of educational assessment. By their very nature, the arts can be seen, heard and viewed in their particular forms. In the visual arts, teachers have access not only to finished works by students, but also the record of their creation through media such as sketches, plans, notebooks, and portfolios, all evidence of the creative process.

Art educators have at their command an array of authentic assessment strategies much more meaningful than the traditional paper and pencil tests often prevalent in schools. As often as possible, assessments in art include actual performances in the forms of created artworks, essays and critical responses, interpretations and evaluations of works of art, and other authentic, as opposed to surrogate, tasks. Authentic assessments are, as often as possible, fully integrated with and consistent with the art curriculum and the instructional strategies employed by teachers. They are appropriate to the individual needs of students as they further their study in the visual arts. Prospective art teachers develop a repertoire of assessment strategies that parallel the instructional strategies or methods they have learned and practiced. They plan curriculum units with consistent approaches to instruction and assessment. They base assessment on measurable and observable criteria which is clearly communicated to their students. Prospective art teachers prepare for three broad categories of assessment: student learning outcomes; teacher effectiveness; and program effectiveness.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Standard XIV: Prospective Art Teachers Conduct Meaningful and Appropriate Assessments of Student Learning.

Prospective art teachers will:

- A. develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content of art;
- B. use multiple methods of assessment, both formal and informal, formative and summative, and a range of assessment strategies such as portfolios, journals, class critiques and discussions;
- C. regard assessment as a joint venture through which both student and teacher understanding is enhanced;
- D. create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings;
- E. assess higher-order thinking and problem solving as well as discrete skills, knowledge, and understandings;
- F. recognize the individuality of students and individual responses to assignments;
- G. ensure that all students have an equal opportunity to display what they know and can do in art;
- H. provide insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work;
- I. model good assessment processes that assist students in assessing their own work and the work of their peers;
- J. provide recognition of a variety of student accomplishments and positive behaviors.

ASSESSMENT OF TEACHER EFFECTIVENESS

Standard XV: Prospective Art Teachers Systematically Reflect Upon Their Own Teaching Practice. As Students of Teaching, They Recognize That They Will Gain Expertise With Experience and Will Continuously Improve Their Efforts to Teach Effectively.

As prospective professional educators with a positive attitude toward learning, they:

- A. reflect on their teaching practice to extend their knowledge, perfect their teaching, and refine their evolving philosophy of education;
- B. are open to new ideas for teaching and continually seek to refine their teaching skills;
- C. seek and accept qualified advice and constructive critiques of their teaching practice from arts supervisors, administrators and colleagues;
- D. evaluate the effectiveness of their instruction and influence on students;
- E. search for patterns of student accomplishment and behavior in their classroom that reflect on their teaching effectiveness;
- F. assure that students have real opportunities for success through careful instructional planning based on appropriate and achievable educational goals;
- G. evaluate student progress as a whole in relation to their own immediate, short-term and long- term instructional objectives;
- H. analyze their strengths and weaknesses as teachers and employ that knowledge for professional development;
- I. observe and analyze teaching practices of mentors;
- J. develop a capacity for ongoing, objective self-examination, an openness to innovation, and a willingness to change in their continual effort to strengthen their teaching.

ASSESSMENT OF PROGRAM EFFECTIVENESS

Standard XVI: Art Teachers Deal With Broader Issues in the School Setting Beyond Concern for Individual Students. At Times, They May Need to Assess the Entire Art Program Within the School or District Setting.

A teacher might ask, for example, if the art program fosters positive attitudes toward art. Do students gain access to the enrichment the visual arts offer for lifetime learning? Do students experience the power and passion of art as well as gain intellectual knowledge about art? Does the art program serve all students equally well? Is the art program consistent with and complementary to the rest of the school curriculum? In order to deal with these and other broad issues, prospective art teachers need understanding of assessment principles sufficient to gather relevant information and formulate adequate responses. They must be able to adapt their assessments to serve school-wide and system goals as necessary.

Art teacher candidates:

- A. formulate questions that address the effectiveness of their art programs with regard to program, school, and district goals;
- B. develop assessment strategies to deal with broad issues of program effectiveness;
- C. recognize the most effective forms of communication needed to convey results to various audiences, including many of the same assessment strategies used in the classroom such as exhibits, portfolios, test scores, and so on.
- D. convey results in meaningful, understandable form appropriate for popular audiences;
- E. know the importance of reporting results of assessments to students, families, administrators,

and the public.

PROFESSIONAL RESPONSIBILITY

Continual development as a professional and staying involved with the profession enhances both the individual and the profession. Maintaining membership in organizations that support art education, schools and the community is the responsibility of the professional art educator. Reflection, research and collaboration with colleagues at all levels aids in continual growth and development for teachers and their students. This, in turn, contributes to the quality of life for the school, community and society.

Standard XVII: Art Teacher Candidates Continually Reflect on Their Own Practice.

Art teacher candidates:

- A. continually examine their thinking and assumptions about themselves, their students, and the field of art education;
- B. can clearly articulate their teaching philosophy and the unique ways in which art learning contributes to cognitive, emotional and social growth;
- C. have developed a professional resume and portfolio and are aware of the importance of continuing to document their teaching effectiveness throughout their careers;
- D. act as researchers studying different teaching strategies;
- E. communicate the vital role that the visual arts play in education to the larger community including school administrators, parents and colleagues in other disciplines;
- F. know the importance of actively participating as members, being part of policy committees and educational councils, and in collaborations with other educators and colleagues at all levels;
- G. are knowledgeable about the literature and know how to access publications and Internet sites in the fields of art and education;
- H. work with colleagues in the schools to foster a professional culture that has a significant place for the arts;
- I. recognize the value of working with educators from other schools, districts, colleges and universities, arts organizations and museums;
- J. continue to develop as artists and appreciators of art, engaging in their own studio work and seeking opportunities to learn more about art.

Standard XVIII: Art Teacher Candidates Recognize Their Responsibilities to the Schools and the Community.

Art teacher candidates:

- A. are involved and contributing members of the total school community;
- B. are prepared to work with colleagues to improve and evaluate professional development plans and practices;
- C. are prepared to provide leadership in educational and professional roles.

Standard XIX: Art Teacher Candidates Contribute to the Growth of the Profession.

Art teacher candidates:

- A. are active members of associations, museums and organizations connected to their profession;
- B. have an understanding of the history of the profession and the foundations of art education;
- C. recognize the value of professional development by participating in seminars, workshops and conferences;
- D. know the importance of making presentations at professional, school, parent, and community meetings;
- E. realize the importance of research and its impact on practices in the classroom;
- F. know the importance of contributing to the literature of the profession;
- G. are aware that their own professional growth can be enhanced through efforts to:
 - a. conduct action research in their classrooms,
 - b. collaborate with educational researchers to examine their practice,
 - c. continually expand their repertoire of teaching methods and strategies,
 - d. deepen their knowledge of art, art education, and learning and development,
 - e. model for their students what it means to be an educated person;
- H. are prepared to serve in the future as peer coaches or mentors to student teachers, new teachers and other colleagues.

REFERENCES

Early Adolescence through Young Adulthood/Art: Standards for National Board Certification (National Board for Professional Teaching Standards). (1994). Detroit, MI: National Board for Professional Teaching Standards.

Quality Art Education Goals for Schools: An Interpretation. (1985). Reston, VA: National Art Education Association.

The National Visual Arts Standards. (1994). Reston, VA: National Art Education Association.

**CURRICULUM SUMMARY SHEET
ART P-ADULT**

Institution: Shepherd University
 Curriculum: Art
 Grade Levels: P-Adult
 Assessment: PRAXIS II: Art: Content Knowledge
 (Test Code 0134)
 Form Completed by: Rhonda Smith

EPPAC Review:

http://catalog.shepherd.edu/preview_program.php?catoid=5&poid=203&returnto=search

| COURSE NUMBER AND TITLES | CREDIT HOURS |
|--|--|
| Core Curriculum Courses | TOTAL 45 hours |
| Tier 1: ENGL 101 (3)&ENGL 102/103(3) | Tier 2: Art 103 (AR-3 credits) Tier 3: Capstone |
| 3 credits of Math | 6 credits of Humanities- COMM202 required |
| 3 credits of History | 9 credits of Social Science, EDUC 200 required; must have CK |
| 8 credits of Laboratory Science | 3 credits of Wellness |
| ART 104 Visual Thinking (FY)-3 | 3 credits of Writing in the Major |
| Art Department Core Requirements | 15 credit hours |
| ART 140 Visual Thinking Skills I | |
| ART 170 Visual Thinking Skills II | |
| ART 203 Survey History of Western Art | |
| ART 204 Contemporary Art | |
| ART 250 Painting I | |
| Studio Art Requirements | 12 credit hours |
| 12 hours to be selected with the assistance of the advisor | |
| ART 115 Drawing I | |
| ART 215 Drawing II | |
| ART 250 Sculpture I | |
| ART 361 Printmaking II | |
| GRDS 200 Graphic Design (non-majors) | |
| PHOT 281 Black and White Photography I (non-majors) | |
| Art Theory & Analysis Requirements | 3 credit hours |
| ART 403 Art Criticism and Aesthetics | |
| Methods & Theory of Teaching Art Requirements | 7 credit hours |
| ARED 180 Inclusive Approaches to Art Education | |
| ARED 345 Curriculum and Instruction | |
| Studio Concentration | 15 credit hours |
| 15 hours of upper level coursework in one area | |
| Graphic Design: GRDS 250, 302, 310or312 (additional upper division courses as approved by advisor) | |
| Painting: ART: 330, 434, 475 (additional upper division courses as approved by advisor) | |
| Photography: PHOT: 383, 485, 380 (additional upper division courses as approved by advisor) | |
| Printmaking: ART: 464 (3-9credits), 475 (additional upper division courses as approved by advisor) | |
| Sculpture: ART: 350, 450, 475 (additional upper division courses as approved by advisor) | |

TOTAL HOURS in ART and ARED: 48

**CURRICULUM SUMMARY SHEET
PROFESSIONAL EDUCATION P-Adult**

Institution: Shepherd University
 Curriculum: Professional Education
 Grade Levels: P-Adult
 Assessment: PRAXIS II: Principles of Learning and Teaching Test, 7-12
 (Test Code 0624)
 EPPAC Review: May 23, 2006
http://catalog.shepherd.edu/preview_program.php?catoid=5&poid=203&returnto=search

| COURSE NUMBER | AND TITLES | CREDIT HOURS |
|--------------------|---|--------------------|
| EDUC 150: | Seminar in Education | 1 Tier 1 G.S. FYX |
| EDUC 200: | Foundations of American Education (prerequisite - EDUC 150) | 3 Tier 2 G.S. (SS) |
| EDUC 320: | Social and Psychological Conditions of Learning (prerequisites - EDUC 150 and 200) | 4 |
| EDUC 370: | Creating Learning Environments (prerequisite – admission to the program) (corequisite – EDUC 427 or take with EDUC 443) | 3 |
| EDUC 380: | Technology in 21 st Century Teaching and Learning (prerequisite – admission to the program) (corequisite –EDUC 443) | 3 |
| EDUC 443: | Reading in the Content Areas (prerequisite – EDUC 370) (corequisite – EDUC 427 and/or EDUC 380) | 3 |
| EDUC 427: | Special Methods of Teaching Art (prerequisite – admission to the program) (corequisite – EDUC 370 or EDUC 443) | 3 |
| EDUC 400: | Capstone: Inclusion in the Regular Classroom (corequisite – EDUC 456) Satisfies intensive writing in the major G.S. requirement | 3 |
| EDUC 456: | Student Teaching, Grades P-Adult Satisfies Capstone in the major G.S. requirement | 9 |
| TOTAL HOURS | | 27 |

**Art Teacher Education (P-Adult)
Possible Four Year Outline**

FRESHMAN YEAR

| Fall – Semester 1 | | Spring – Semester 2 | |
|-------------------------------------|--------|-------------------------------------|--------|
| ART 140 Visual Thinking Skills | 3 | ART 170 Visual Thinking Skills II | 3 |
| ART 103 Introduction to Visual Art | 3 | *EDUC 150 Seminar in Education | 1 |
| Select Studio/PHOT/GRDS requirement | 3 | Select Studio/PHOT/GRDS requirement | 6 |
| HIST. Tier One | 3 | ENGL 102/103/or 104 Writing for the | 3 |
| ENGL 101 Written English | 3 | COMM 202 Fundamentals of Speech | 3 |
| <hr/> | | <hr/> | |
| Total | 15 hrs | Total | 16 hrs |

**During First Year – Register and take PRAXIS I, PPST;
Begin portfolio.**

The teaching portfolio is an ongoing collection of your educational studies/abilities. You are required to maintain one during your entire time at Shepherd University.

SOPHOMORE YEAR

| Fall – Semester 3 | | Spring – Semester 4 | |
|-------------------------------------|---|--|-----|
| ART 203 Survey Western Art | 3 | ART 204 Contemporary Art | 3 |
| Select Studio/PHOT/GRDS requirement | 3 | Select Studio/PHOT/GRDS requirement/ or | |
| Studio Concentration requirement | 3 | Studio Concentration requirement | 3 |
| EDUC 200 Found. of Education | 3 | ARED 345 Curriculum & Instruction | 4 |
| MATH Tier One | 3 | EDUC 320 Soc. & Psych of | 4 |
| Tier 1 or Tier 2 | | Select 3-4 hrs. Core Curriculum from: | 3-4 |
| | | Tier 1 or Tier 2 | |

TAKE PRAXIS I PPST

| | | | |
|-------|------------|-------|------------|
| <hr/> | | <hr/> | |
| Total | 15-16 hrs. | Total | 17-18 hrs. |

* Submit Juncture 1 application while enrolled in EDUC 320 if you have met the following criteria:

- 2.75 overall GPA
- 2.75 Shepherd University GPA (at least 9 hrs.)
- Computer Competency is met (see advisor)
- Portfolio Completed Successfully (see advisor)
- EDUC 150 and EDUC 200 completed with a C or better
- ENGL 101, and ENGL 102/103/or 104 completed with a C or better
- COMM 202 completed with a C or better
- Any specialty studies course taken completed with a C or better

JUNIOR YEAR

Fall – Semester 5

| | |
|---|---|
| EDUC 370 Creating Learning Environments | 3 |
| ART/PHOT/GRDS concentration | 6 |
| CORE CURRICULUM (Science) | 4 |
| EDUC 427 Special Methods in Art Ed. | 3 |

Spring – Semester 6

| | |
|--|---|
| EDUC 443 Reading in Content Areas | 3 |
| EDUC 380 Tech. in 21 st Cent. | 3 |
| ART 403 Criticism & Aesthetics | 3 |
| CORE CURRICULUM (Science) | 4 |
| ART/GRDS/PHOT Concentration | 3 |

| | | | |
|-------|---------|-------|---------|
| Total | 16 hrs. | Total | 16 hrs. |
|-------|---------|-------|---------|

*SENIOR YEAR

*Fall – Semester 7

| | |
|--------------------------------|---|
| ART/GRDS or PHOT Concentration | 6 |
| Core Curriculum Tier 2 | 6 |

Spring – Semester 8

| | |
|-----------------------------------|---|
| EDUC 400 Inclusion in Reg. Class. | 3 |
| EDUC 456 Student Teaching 5-12 | 9 |

TAKE PRAXIS II PLT AND ART CONTENT

| | | | |
|-------|---------|-------|---------|
| Total | 12 hrs. | Total | 12 hrs. |
|-------|---------|-------|---------|

*Take the following two PRAXIS II tests at the end of Semester 7 or during Semester 8:

- Principles of Learning & Teaching (PLT) – Test Code: 0624
- Art Content Knowledge – Test Code: 0134

You must have a total of 120 semester credit hours to graduate. A total of 45 semester credits must be completed at the 300 level or higher.

PRAXIS TESTING

Individuals who complete a teacher education program approved by the West Virginia Board of Education and leading to West Virginia licensure must meet the testing requirements of that program unless exempted by current Board policy. The testing requirements include: Praxis I: PPST and Praxis II: Subject Assessments/Specialty Area Tests and Principles of Learning and Teaching (PLT) tests.

PRAXIS REGISTRATION BULLETINS ARE AVAILABLE IN THE HALLWAY OUTSIDE KNUTTI 104. TESTS AT A GLANCE (TAAG) information is available at www.ets.org/praxis. Visit on-line to review and download TAAG. You can also purchase a Praxis study guide at a bookstore or through Amazon.com.

When you complete your registration form, you must include Shepherd University and the West Virginia Department of Education as score recipients. If you take the test(s) in West Virginia, the WV Department of Education automatically receives your score report.

The **Pre-Professional Skills Test (PPST)** [called Praxis I] may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 beginning March 2005.

If you believe you may be waived from the PPST, please see Mrs. Peg Swisher in Knutti 103C for email her at pswisher@shepherd.edu.

SEE THE BULLETIN BOARD OUTSIDE KNUTTI 104 FOR A SAMPLE REGISTRATION FORM AND CODES.

PRAXIS I PPST

| TEST/TEST CODE | WEST VIRGINIA REQUIRED SCORES |
|-------------------------|----------------------------------|
| PPST Reading (0710) | 174 |
| PPST Writing (0720) | 172 |
| PPST Mathematics (0730) | 172 |

Computer Based Tests

You may only take each *Praxis* computer-delivered test once every 30 consecutive days, not including the day of your test. If you wish to retest, you must select a test date that is more than 30 days after your previous test date. (**Note:** if you take the combined PPST test, the Elementary Education: Multiple Subjects Test, or the Middle School Multiple Subjects Test, you cannot take an individual PPST test or Multiple Subjects subtest until after the 30-day period.) This applies even if you canceled your scores on a test taken previously. If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded.

FOR OTHER STATES, PLEASE CHECK THEIR WEBSITES.

Some states require higher scores for the PPST or no longer use the PPST. To be eligible for certification in other states, you may have to meet their testing requirements. Check requirements for other states on-line where you plan to seek certification. It is your responsibility to know what requirements are needed in other states.

Praxis II

PROFESSIONAL EDUCATION

| | Test Code | Required Score |
|--|-----------|----------------|
| Principles of Learning and Teaching, Grades K-6 | (0622) | 160 |
| Principles of Learning and Teaching, Grades 5-9 | (0623) | 160 |
| Principles of Learning and Teaching, Grades 7-12 | (0624) | 157 |

A candidate completing a West Virginia approved program for the initial teaching license is required to pass a WVBE-adopted Principles of Learning and Teaching Praxis II Test that includes at least a portion of the grade levels indicated on the anticipated license.

CONTENT SPECIALIZATION TESTS

| <u>SPECIALIZATION AREA</u> | <u>REQUIRED TESTS</u> | <u>PASSING SCORE</u> |
|----------------------------|-----------------------------|----------------------|
| ART | 0134 Art: Content Knowledge | 158 |

11/11

Secondary Art Education Specialization

Sample Forms

PORTFOLIO PLAN

Professional teaching portfolios are organized collections of evidence from the students' educational, pre-service, and personal experiences that demonstrate important knowledge and skills. This evidence is used for students to review their work and make changes, to show what they have accomplished and how they can improve their work, and to serve as a tool that will allow them to market themselves effectively.

The actual portfolio can be an expandable envelope or a three-ring binder, and it should represent and reflect the individual student's personality and work. Students are expected to be creative, yet professional, in developing their portfolios.**

The Teacher Education Program at Shepherd University includes portfolio development as an integral part of students' experiences. This supports the emphasis on **Teacher as Reflective Problem solver** since students' portfolios are developed throughout the entire period of their coursework at Shepherd University. The following lists the professional education courses and the portfolio component of each:

EDUC 150 Seminar in Education - Here the students are introduced to the concept of portfolios and begin to create their own. They gather and include evidence of past experiences that are suitable.

EDUC 200 Foundations of American Education - The students continue to build their portfolios. They include class assignments such as papers regarding their philosophy of education.

EDUC 320 Social and Psychological Conditions of Education - Students continue to add to their portfolios. They include class assignments and examples from their field experiences.

ARED 180: Inclusive Approaches in Art Education - Students continue to add to their portfolios.

Secondary Education majors:

EDUC 370 Creating Learning Environments; EDUC 443 Reading in the Content Areas -

By this time in the students' experiences they are immersed in field experiences. They should include examples of units they have developed and taught, bulletin boards they have created, philosophy of education papers, and research papers pertaining to educational practices.

EDUC 400/45X Inclusion in the Regular Classroom and Student Teaching Seminar - The students continue to add to their portfolios. At this point they should have several pieces of evidence from their teaching experiences such as videos, teaching units, photos of learning centers, bulletin boards, recommendations, etc.

Throughout all of the above courses, students should add any items, such as those listed below, to their portfolios:

- | | |
|---|-------------------------------------|
| ~Resume | ~Evidence of field experience work |
| ~State Certification documentation | ~A teaching unit |
| ~Letters of recommendation | ~Examples of original lesson plans |
| ~Praxis Series I results (PPST/CBT) | ~A learning activity packet |
| ~Praxis II Content Specialization results | ~Student teaching evaluations from |
| ~Evidence of involvement in | Cooperating Teachers |
| extracurricular activities | ~Documentation of honors and awards |
| ~Student teaching evaluation from the | ~A case study of a student |
| University Supervisor | |

****See your advisor for specific details about the portfolio you will submit to your advisor for review.**

According to Policy and Procedures of the Shepherd University Teacher Education program, students must have made satisfactory progress in portfolio development to obtain admission to the Teacher Education Program (TEP) at Review Juncture 1; and to be eligible for student teaching at Review Juncture 2. Portfolios are to be assessed by the advisors on a periodic basis using the Portfolio Assessment Form.

PORTFOLIO ASSESSMENT FORM

STUDENT NAME _____

REVIEW JUNCTURE 1 Date: _____

Satisfactory Progress _____ - OR - Needs Improvement _____

REVIEW JUNCTURE 2 Date: _____

Satisfactory Progress _____ - OR - Needs Improvement _____

Comments:

If portfolio needs improvement, student must present portfolio with this form (with comments) until satisfactory progress is achieved. Satisfactory progress must be made before student can be considered for each Review Juncture.

Advisor Signature _____ Date _____

COMPUTER COMPETENCE

(Include this page and the products in your portfolio in a section of the same name.)

I, _____, have fulfilled the professional education requirement for computer competence by one of the means below:

I satisfactorily completed this course: _____ *in*
(Dept., Number, Title)

(Semester, Year)

or

I have the submitted products specified on these pages along with the required signatures to show that I have met the guidelines for computer competence. My signature here stands for my word that I did the work described.

(Signature)

(Complete this section if you did not take a computer course.)

Items That Show My Computer Competence

- (a) Ability to use a word processor to produce two different styles of documents with appropriate formatting.

I completed this item on _____ *(date.)*

- (b) Ability to organize given information into a database or to create a spreadsheet to calculate numerical data.

I completed this item on _____ *(date.)*

- (c) Ability to use e-mail to send communications about coursework.

I completed this item on _____ *(date.)*

One of the items (d) to (f):

- (d) Ability to use a web browser (Netscape, Internet Explorer, etc.) to retrieve a lesson plan relevant to my teaching specialization from an Internet source.

I completed this item on _____ *(date.)*

- (e) Ability to find a reference relevant to some assignment on the Internet.

I completed this item on _____ *(date.)*

- (f) Ability to find Internet sources about issues of critical concern to educators today.

I completed this item on _____ *(date.)*

Specifications for Computer Competence

Evidence of computer competence will come from the inclusion of the items below in a portfolio section labeled "Computer Competence."

- (a) Ability to use a word processor to produce two different styles of documents with appropriate formatting:
- Any assignment to produce a paper, create a lesson plan, write a letter to a parent, create a newsletter, etc.
- (b) Ability to organize given information into a database or ability to create a spreadsheet to provide automatic re-calculations of numerical data:
- Submit two pages showing your database of 10 entries with at least three fields. The pages must show identical entries but they must be sorted in different ways; you choose. An inventory of teaching materials, a bibliography, a plan of the tasks and costs of a school trip are examples of possible topics.
 - Produce a printed copy of a spreadsheet showing formulas and another copy showing results of the formulas. A spreadsheet of your own teacher education program requirements, grades, and categorical GPA's would be a good product; other projects might be the budget for a student organization, a template for keeping track of expenses and profits of a class store or junior achievement project, planning for a school trip, and so on. (Note that if no computations are involved, a database is the best format.)
- (c) Ability to use e-mail to send communications about coursework:
- Send a message with your name, teaching specialization, semester you entered Shepherd University, and your user name to your advisor or to one of the faculty members in the Department of Education who is on e-mail. (Your advisor can help you identify such a person.) Upon getting a reply, send another message containing not more than five sentences about a provocative idea about teaching that you learned about since you came to Shepherd and what it means to you. If your reply is accepted, it will be mailed back to you. Print your message and include it in your portfolio.

Complete at least one of the following items:

- (d) Ability to use a web browser (Netscape, Internet Explorer, etc.) to retrieve a lesson plan relevant to your teaching specialization from an Internet source:
- AskERIC or any other Internet source may be used. Record the source of the plan.
- (e) Ability to find a reference relevant to some assignment on the Internet:
- The document must be cited as a reference in some assignment; the Uniform Resource Locator (URL) will be expected as well as the title, author, and other attributions. The professor giving the assignment may require further evidence.
- (f) Ability to find Internet sources about issues of critical concern to educators today:
- Choose a sub-topic of multiculturalism, inclusion, or reflective problem solving.
 - Find 10 references (Internet sites) that would be relevant to your teaching or students.
 - For each Internet site, include the Uniform Resource Locator (URL) where it is located and one or two sentences telling what it contains.

FACULTY-ASSIGNED WORK MAY BE USED TO FULFILL THESE REQUIREMENTS

**JUNCTURE 1
APPLICATION TO THE TEACHER EDUCATION PROGRAM**

Name (Print) Shepherd ID number:
Last First MI (Last 9 digits from Rambler Card)
 Permanent address: School address:
Zip Zip
 Permanent phone: School phone:
 Advisor's name Year of catalog you entered Shepherd
 If transfer student, entered Shepherd: Semester/year from (Institution)

TEACHING SPECIALIZATION: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION

Elementary Education

Multi-Subjects K-6

Early Education

Pre K-K

5-9 Programs

(Any ONE may be added to an Elementary or Secondary program)

General Mathematics through Algebra 5-9
 Social Studies Education 5-9

Elementary through Secondary Education

Art Education Pre K-Adult
 Music Education Pre K-Adult
 Physical Education Pre K-Adult

1. Has your portfolio received a "Satisfactory" review from your advisor at the Juncture 1 level? Yes

2. Have you passed all three parts of the PPST or provided proof of exemption?
 Yes

3. Is your overall GPA 2.75 or above (must have completed a minimum of 24 hours) Yes

Transfer students:

Is your Shepherd GPA 2.75 or above? (must have completed a minimum of 9 hours at Shepherd;) Yes

AND is your overall GPA 2.75 or above? Yes

4. Have you demonstrated computer competency to your advisor? Yes

Or list the computer course in which you are currently enrolled, and check "In Progress." In Progress

5. Have you made a grade of "C" or better in: *Grade:* *Or equivalent transfer course:* *Grade:*

EDUC 150 Seminar in Educ

Yes

EDUC 200 Foundations of Educ

Yes

EDUC 320 Soc. & Psych. Cond.

Yes

If you are currently enrolled in EDUC 320, check "In Progress." In Progress

ENGL 101 Written English Yes

ENGL 102 Written English Yes

COMM 202 Fund./Speech Yes

6. Are each of your Specialty, Professional Education and/or Middle School course grades "C" or above, Yes or list those currently in progress In Progress

7. Have you ever been convicted of or are you currently under indictment for a felony? Yes No

Student Signature

Date

Applicants with course(s) "In progress" and meeting all other requirements will be assigned "Provisional Status." Upon satisfactory completion of course(s), applicant will be reassigned and notified of change to "Full Status."

STUDENT: COMPLETE SIDE 1, RETURN FORM TO 108 KNUTTI

TO BE COMPLETED BY CERTIFICATION ANALYST:

PPST test scores: Reading Writing Math
Required scores Reading 174/321 Writing 172/318 Math 172/317

PPST exemption requires a Master's degree, or:
ACT Score Month/year SAT Score Month/year
Composite ACT 26 (25, prior to Oct. 1989), SAT 1125 (1035, prior to April 1995) SAT 1170 March, 2005

Overall GPA on minimum of 24 credit hours
Transfer student's Shepherd University GPA on minimum of 9 credits taken at Shepherd
Transfer student's overall GPA
Students with degree, seeking certification only: Shepherd University GPA on minimum of 9 credit hours taken at Shepherd

Certification Analyst Signature/Date

TO BE COMPLETED BY ADVISOR:

- Portfolio review at Juncture 1 level *(date)* Satisfactory Unsatisfactory
- Computer skills met/demonstrated, or course in progress In progress Yes No
- Have all eligibility requirements been met, including general requirements In progress Yes No and those unique to your Specialization? If not, what is lacking?
- Do the qualitative evaluations indicate this student belongs in Teacher Education? Yes No Unsure

Advisor recommendation for Juncture 1 is:
Full Status
Provisional Status
Non-Admit Status

Advisor Signature/Date

TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

Departmental Review (Specialization Coord. takes application to respective department.)
(date)

Specialization Coordinator recommendation for Juncture 1 is:
Full Status
Provisional Status
Non-Admit Status

Specialization Coordinator Signature/Date

TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:

Director of Teacher Education recommendation for Juncture 1 is:
Full Status
Provisional Status
Non-Admit Status

Information distributed to PEU(C) on
Director of Teacher Education Signature/Date

JUNCTURE 2
APPLICATION FOR ADMISSION TO STUDENT TEACHING

Name (Print) *Last* *First* *MI* Shepherd ID number:
Rambler Card *(Last 9 digits from*

Permanent address: Zip School address: Zip

Permanent phone: School phone:

Advisor's name Year of catalog you entered Shepherd

If transfer student, entered Shepherd: Semester/year from (Institution)

TEACHING SPECIALIZATION: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION

Elementary Education
Education

Multi-Subjects K-6

Early Education

Adult

Pre K-K

K-Adult only)

5-9 Programs

(Any ONE may be added to an Elementary or Secondary program)

General Mathematics through Algebra 5-9
 Social Studies Education 5-9

Elementary through Secondary Education

Art Education Pre K-Adult
 Music Education Pre K-Adult
 Physical Education Pre K-Adult

Middle School Education through Secondary

English Education 5-Adult
 Family & Consumer Sciences Educ. 5-

General Science Education 5-Adult
 Health Educ. 5-Adult *(add to P.E. Pre*

Mathematics Education 5-Adult
 Social Studies Education 5-Adult

Secondary Education

Biology Education 9-Adult
 Chemistry Education 9-Adult

TO BE COMPLETED BY STUDENT:

1. Do you currently hold "Full Status" in the Teacher Education Program? Yes
2. Has your portfolio received "Satisfactory" review from your advisor at the Juncture 2 level?
 Yes
3. Do you have the required 2.75 minimum GPA in:

| | |
|--|-----|
| Educational Studies GPA <i>(includes Specialty Studies & Professional Studies courses)</i> | Yes |
| Overall GPA <i>(includes all college & university work)</i> | Yes |
4. Do you have minimum grades of "C" in all Specialty, Professional Education, and Endorsement courses, or list courses in progress Yes In Progress
5. Have you met all Specialization requirements? Yes
6. Have you ever been convicted of, or are you currently under indictment for, a felony? Yes No

Student Signature Date

Applicants with course(s) "In Progress" will be assigned "Provisional Status." Upon successful completion of the course(s) applicants will be reassigned and notified of the change to "Full Status."

STUDENT: COMPLETE SIDE 1 ONLY--RETURN FORM TO 108 KNUTTI

Rev. 11/11

TO BE COMPLETED BY CERTIFICATION ANALYST:

- GPAs are correctly reported on front of this application:
Yes No
- Specialty, Professional Education, and Middle School course grades are “C” or above
Yes No or in progress: In progress

Certification Analyst Signature/date

TO BE COMPLETED BY ADVISOR:

- Portfolio review at Juncture 2 level (date) Satisfactory Unsatisfactory
- Professional Education courses/hours specified in Specialization Handbook completed Yes No
or in progress In progress
- Qualitative Evaluations support retention Yes No
- All Specialization requirements have been met Yes No
or are in progress: In progress

Advisor recommendation is for Juncture 2 Retention is:

- Full Status Admission to Student Teaching
- Provisional Status
- Denied admission to Student Teaching

Advisor Signature/Date

TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

Departmental Review (date) Coord. takes application to respective department.)

Specialization Coordinator Juncture 2 Retention recommendation is:

- Student should remain at Full Status
- Provisional Status
- Student should be removed from Teacher Education Program

Specialization Coordinator Signature/Date

TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:

Director of Teacher Education recommendation for Juncture 2 retention is:

- Student should remain at Full Status
- Provisional Status
- Student should be removed from Teacher Education Program

Information distributed to PEU(C) on

Director of Teacher Education Signature/Date

Rev. 11/11

JUNCTURE 1 REQUIREMENTS

YOU MAY APPLY FOR JUNCTURE 1 WHILE ENROLLED IN EDUC 320, EDUC 306 or EDUC 307

**JUNCTURE APPLICATIONS WILL BE DUE ON THE 5TH WEDNESDAY OF EACH SEMESTER.
THE FOLLOWING MUST BE COMPLETED BEFORE SUBMITTING YOUR JUNCTURE
APPLICATION:**

**ALL STUDENTS MUST HAVE AN OVERALL GPA OF 2.5 OR HIGHER BEFORE ENROLLING IN
EDUC 320 SOCIAL AND PSYCHOLOGICAL CONDITIONS OF LEARNING.**

PORTFOLIO REVIEW

You must have received a "Satisfactory" portfolio review from your advisor. You must see your advisor for directions for completing your portfolio. Have your completed portfolio ready to turn in to your advisor at the beginning of the semester (either while enrolled in EDUC 320 or if you have completed EDUC 320 with a C or better).

PRAXIS I (PPST)

You must have successfully passed all three parts of the PPST (Reading, Writing and Mathematics). Visit www.ets.org/praxis for information on registration, test preparation, scores and more

PRAXIS REGISTRATION BULLETINS ARE AVAILABLE IN THE HALLWAY OUTSIDE KNUTTI 104. TESTS AT A GLANCE (TAAG) information is available at www.ets.org/praxis. Visit on-line to review and download TAAG. You can also purchase a Praxis study guide at a bookstore or through Amazon.com.

The **Pre-Professional Skills Test (PPST)** [called Praxis I] may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 beginning March 2005. If you believe you have met the requirements and may be waived from the PPST, please see Mrs. Peg Swisher in Knutti 103C or email her at pswisher@shepherd.edu.

GPA REQUIREMENT

For students entering Fall 2011 and after, your overall GPA must be a 2.75 or above on 24 hours taken at Shepherd University to be eligible for Juncture 1.
Transfer students entering Fall 2011 and after: Shepherd GPA must be a 2.75 or above (completed a minimum of 9 hours at Shepherd) and your overall GPA must be a 2.75 or above

COMPUTER COMPETENCY

Must have demonstrated computer competency to your advisor or have completed a computer course. You can be enrolled in CIS 102 when you submit your Juncture application. The Computer Competency Form may be picked up in Knutti 108. The completed Computer Competency Form is to be put into your portfolio.

MUST HAVE COMPLETED THE FOLLOWING COURSES WITH A "C" OR BETTER:

EDUC 150 Seminar in Education
EDUC 200 Foundations of Education
ENGL 101 Written English
ENGL 102 OR 103 or 104 Written English
COMM 202 Fundamentals of Speech

EDUC 320 Social and Psychological Conditions of Learning

You may apply for Juncture I while you are enrolled in EDUC 320 or have completed EDUC 320 with a C or better.

Transfer students enrolled in EDUC 306 or EDUC 307 may apply for Juncture 1 while enrolled in either of those courses.

SPECIALTY COURSES (courses in your Specialization Area

All courses must be completed with a C or above in your specialization area. You may apply for Juncture 1 while enrolled in a course you are repeating.

PROFESSIONAL EDUCATION COURSES

All EDUC prefix courses must be completed with a C or above. You may apply for Juncture 1 while enrolled in a course you are repeating.

SECONDARY STUDENTS (PREK-ADULT, 5-ADULT, 9-ADULT) WHO ENTERED FALL 2011 MUST HAVE COMPLETED AT LEAST 50% OF HIS/HER SPECIALITY COURSES PRIOR TO EDUC 370 OR SATISFY THE 50% COMPLETION REQUIREMENT WHILE ENROLLED IN EDUC 370.
