

MAJOR IN ART EDUCATION

Students who complete the Art Education program are eligible to apply for licensure by the Maryland State Department of Education, enabling them to teach art in Maryland in grades PreK-12. Art Education students complete art education, studio and professional education courses, along with their Core curriculum requirements. All Art Education students earn a second major in Art + Design (Fine Arts track). The entire program takes five years to complete. The art education courses, including classroom placements, are taken in the last three terms of the program.

Admission

Requirements for Admission to the Major in Art Education

Admission Requirements for Teacher Education

The Teacher Education Executive Board, representing all initial teacher education programs at Towson University, utilizes the following **minimum** requirements as conditions for admission into teacher education programs, maintaining candidate status, and entry into the capstone internship. Programs may include additional requirements for admission into the program and/or the capstone internship.

Educator Preparation Programs (EPP) admit students either as freshmen or as undergraduate transfer students from accredited, post-secondary institutions. During the freshman and sophomore years, students are generally engaged in pre-professional courses or courses that fulfill Core Curriculum requirements, as well as all identified prerequisites (e.g., specific and sequential courses in Core Curriculum) for admission to EPP initial licensure programs.

All EPP undergraduate programs are screened majors. As an integral part of the teaching/learning experience, students work with advisers in a strategic planning process across all years at TU. Accordingly, to support student success, all EPP students are required to confer with their assigned advisers prior to registration each term.

I. PROCEDURES AND REQUIREMENTS FOR ADMISSION TO ALL TEACHER EDUCATION PROGRAMS

1. Complete a self-disclosure criminal background form to be submitted to the major department with the application.
2. Submit an application for formal admission to the program. Students seeking admission to teacher education programs must contact their department chairperson or program coordinator by 45 units for program-specific procedures and requirements for admission to professional education programs.
3. Meet the Basic Skills Assessment Requirement as defined by the Maryland State Department of Education to be eligible for admission. A student who is admitted to Towson University and in Good Standing but does not meet the Basic Skills Assessment requirement at the time of application to the program can be granted "Conditional Admission" and given one semester as a conditional candidate to satisfy the Basic Skills Assessment requirement. If the conditional candidate does not meet the requirement by the end of the conditional semester, there are two options: 1) the program may recommend the conditional candidate for exemption and if granted, the conditional candidate would be fully admitted to the program or 2) the conditional candidate will not be fully admitted to the program.

II. REQUIREMENTS FOR MAINTAINING CANDIDATE STATUS

- A. Meet the grade, course, and/or assessment requirement(s) identified by the candidate's specific program.
 - i. At the department's discretion, a candidate who does not meet the program requirement(s) may continue for one additional semester under probationary status but must satisfy the requirement by the end of the probationary period. If the requirement is not met at the end of the probationary period, the candidate will be dismissed from the program.
- B. Exhibit behavior that is consistent with the University's Code of Student Conduct, the Educator Preparation Program's Professional Behavior Policy, and established professional practice in educational and clinical settings. (see EPP Behavior Policy)

III. PROCEDURES AND REQUIREMENTS FOR ENTRY INTO CAPSTONE INTERNSHIP FOR ALL PROFESSIONAL EDUCATION PROGRAMS.

- A. Complete a criminal background check as required by the school system in which the internship is located.
- B. Complete all required coursework.

The Standards were revised and approved in February 1996, May 1998, February 2000, May 2007, May 2008, April 2009, December 2011, November 2012, February 2014, October 2014, February 2015, November 2015, May 2019, February 2020, March 2021, and November 2024.

IV. ADDITIONAL TEACHER EDUCATION PROGRAM REQUIREMENTS

Students should apply for formal admission to the Art Education program by submitting an application that includes:

1. An interview and portfolio review with the art education faculty.

Requirements

This is a screened program. See the Admission section for information.

Curricular requirements may be revised due to changes in state licensure requirements, and therefore, students should work with their adviser to ensure they are following the correct program plan.

Minimum requirements for admission into teacher education programs, maintaining candidate status and formal entry into the capstone internship are outlined on the Standards for Teacher Education page in the Undergraduate Catalog.

Code	Title	Units
First-Level Foundation		
ART 101	DIGITAL TOOLS AND CONCEPTS	3
ART 103	2D PROCESS	3
ART 104	3D PROCESS	3
ART 211	DRAWING: OBSERVATION AND INVENTION	3
ART 212	VISUAL CONCEPTS	3
ARTH 221	SURVEY OF GLOBAL ART I	3
ARTH 222	SURVEY OF GLOBAL ART II	3
Second-Level Foundation		
ART 229	PAINTING I	3
ART 234	PHOTO IMAGING - FILM	3
or ART 235	PHOTO IMAGING - CREATIVE WORKFLOW	
ART 241	SCULPTURE I	3

ARTH 3xx/4xx	Any 300- or 400-level Art History Course	6
Studio Requirements		
ART 231	CERAMICS I	3
ART 2xx/3xx	Any 200- or 300-level Printmaking course	3
ART 2xx/3xx	Any 200- or 300-level Studio Electives	6
Art Education Courses		
First Term:		
ARED 381	STUDIO PRACTICES & CURRICULAR PLANNING: ELEMENTARY ¹	3
ARED 383	ARTS INTEGRATED LEARNING IN BALTIMORE'S SCHOOLS AND COMMUNITIES: SECONDARY ¹	3
Second Term:		
ARED 467	FIELD EXPERIENCE IN ART EDUCATION: ELEMENTARY ¹	2
ARED 468	INTERNSHIP: ART TEACHING ¹	2
ARED 475	STRATEGIES FOR TEACHING & ASSESSING ART: PREK-12 ¹	3
ARED 479	STRATEGIES FOR TEACHING AND ASSESSING ART: SECONDARY ¹	2
Third Term:		
ARED 481	INTERNSHIP IN ELEMENTARY EDUCATION-ART	6
ARED 483	INTERSHIP IN SECONDARY EDUCATION -ART	6
ARED 485	PRO-SEMINAR IN TEACHING OF ART ¹	3
Professional Courses		
ARED 463	AUTHOR-ILLUSTRATOR: INTEGRATION OF VISUAL AND LANGUAGE ARTS AT THE ELEMENTARY LEVEL	3
ARED 464	AUTHOR-ILLUSTRATOR: INTEGRATION OF VISUAL AND LANGUAGE ARTS AT THE SECONDARY LEVEL	3
ARED or ART 2xx/3xx/4xx	Any 200-, 300-, or 400-level Art Education or Art Course	3
PSYC 201	EDUCATIONAL PSYCHOLOGY	3
SCED 200	FOUNDATIONS OF EDUCATION	3
SCED 341	PRINCIPLES OF SECONDARY EDUCATION	4
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Additional Required Courses (taken as Core Curriculum)		
HIST 145	HISTORY OF THE UNITED STATES TO THE CIVIL WAR	3
or HIST 146	HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	
PSYC 101	INTRODUCTION TO PSYCHOLOGY	3
Total Units		106

¹ Minimum grade of B (3.0) required.

Five-Year Plan of Study

Sample Five-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with

their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units	Term 2	Units
ART 101	3	ART 211	3
ART 103 (Core 4)	3	ART 212	3
ART 104	3	ARTH 222	3
ARTH 221 (Core 5)	3	Core 2 (or Core 1)	3
Core 1 (or Core 2)	3	Core 3	3
15			15

Sophomore

Term 1	Units	Term 2	Units
ART 229	3	ART 241	3
ART 231	3	ART 2xx/3xx: Any Printmaking Course ¹	3
HIST 145 or 146 (Core 11)	3	ART 2xx/3xx: Any Studio Elective	3
PSYC 101 (Core 6)	3	Core 7	4
Core 14	3		
15			13

Junior

Term 1	Units	Term 2	Units
Screening occurs here (minimum 60 credits)		ARTH 3xx/4xx: Any ARTH Course	3
ART 234 or 235	3	ARED or ART 2xx/3xx/4xx: Any 200-, 300-, or 400- level art education of art course	3
ART 2xx/3xx: Any Studio Elective	3	SCED 200	3
ARTH 3xx/4xx: Any ARTH Course	3	Core 10	3
Core 8	3-4		
12-13			12

Senior

Term 1	Units	Term 2	Units
ARED 463	3	ARED 381	3
EDUC 301 (Suggested for Core 9)	3	ARED 383	3
PSYC 201	3	ARED 464	3
Core 13	3	SPED 301	3
		SCED 341	4
12			16

Fifth Year

Term 1	Units	Term 2	Units
ARED 467	2	ARED 481	6
ARED 468	2	ARED 483	6
ARED 475	3	ARED 485	3
ARED 479	2		
Core 12	3		
12			15

Total Units 137-138

¹ ART 245 suggested.

Learning Outcomes

1. (NAEA Standard I) Visual arts educators have a thorough understanding of the visual arts standards
2. (NAEA Standard II) Visual arts educators understand student characteristics
3. (NAEA Standard III) Visual arts educators understand diverse social and cultural constructions of identity
4. (NAEA Standard IV) Visual arts educators make informed selections of art content and curricula
5. (NAEA Standard V) Visual arts educators use knowledge of students as learners to plan appropriate instruction
6. (NAEA Standard VI) Visual arts educators use contemporary technology to enhance teaching and learning
7. (NAEA Standard VII) Visual arts educators conduct meaningful and appropriate assessments of student learning
8. (NAEA Standard VIII) Visual arts educators systematically reflect on their own teaching practice
9. (NAEA Standard IX) Visual arts educators assess program effectiveness
10. (NAEA Standard XXII) Visual arts educators participate in professional development opportunities
11. (NAEA Standard XXIII) Visual arts educators serve as advocates and researchers to contribute to the growth of their profession