

MAJOR IN ART EDUCATION

Students who complete the Art Education program are eligible to apply for certification 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 formal entry into the capstone internship. Programs may include additional requirements for admission into the program and/or the capstone internship.

The College of Education admits 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 COE screened majors and programs.

All College of Education 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 COE students are required to confer prior to registration each term with their assigned advisers.

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 credit hours for program-specific procedures and requirements for admission to professional education programs.
3. A cumulative/overall GPA of 3.00 or higher is required for admission to an initial licensure teacher education program.
 - i. Applicants with a GPA between 2.50 - 2.99 may be admitted conditionally if they provide evidence of passing scores on a Basic Skills Assessment* as identified by the Maryland State Department of Education (i.e. SAT, ACT, GRE, Praxis Core) and receive approval from the department chairperson/program coordinator.

**Candidates may apply for a test waiver directly to the department. Such waivers should only be granted if it is predicted, based on the*

individual candidate's transcript data, that the candidate's final cumulative/overall GPA will be above a 3.00.

II. 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.

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 | MEDIA AND TECHNIQUES FOR ART TEACHERS:ELEMENTARY ¹ | 3 |
| ARED 383 | MEDIA AND TECHNIQUES FOR ART TEACHERS:SECONDARY ¹ | 3 |
| Second Term: | | |
| ARED 467 | FIELD EXPERIENCE IN ART EDUCATION:ELEMENTARY ¹ | 2 |
| ARED 468 | FIELD EXPERIENCE IN ART EDUCATION:SECONDARY ¹ | 2 |
| ARED 475 | STRATEGIES FOR TEACHING AND ASSESSING ART: ELEMENTARY ¹ | 2 |
| 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:INTERGRATION 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 | | 105 |

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 | 2 ARED 485 | 3 |
| ARED 479 | 2 | |
| Core 12 | 3 | |
| | 11 | 15 |

Total Units 136-137

¹ ART 245 suggested.

Learning Outcomes

- (NAEA Standard I) Visual arts educators have a thorough understanding of the visual arts standards
- (NAEA Standard II) Visual arts educators understand student characteristics
- (NAEA Standard III) Visual arts educators understand diverse social and cultural constructions of identity
- (NAEA Standard IV) Visual arts educators make informed selections of art content and curricula
- (NAEA Standard V) Visual arts educators use knowledge of students as learners to plan appropriate instruction
- (NAEA Standard VI) Visual arts educators use contemporary technology to enhance teaching and learning
- (NAEA Standard VII) Visual arts educators conduct meaningful and appropriate assessments of student learning
- (NAEA Standard VIII) Visual arts educators systematically reflect on their own teaching practice
- (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