

University of Maryland Eastern Shore

2021-2022 Undergraduate Catalog

Art Education Teaching, B.A.

Departmental Requirements

This program leads to the Bachelor of Arts degree in Art Education with specific preparation for teaching Art in elementary and secondary schools. Students who complete the program will be eligible for Pre-12 teaching certification. Students in this program must complete 126 semester hours of University courses. Included in the 125 semester hours are a minimum of 42 hours of Fine Arts core courses and 42 hours of Professional Education courses. A minimum GPA of 3.00 is required for all courses.

Career Opportunities

A degree in Fine Arts prepares Art and Music teachers for elementary and secondary schools; prepares students for professional careers in graphic illustration, commercial photography and sequential arts; and provides students a foundational development for graduate study.

Required Courses

General Education Requirements

All students are expected to complete a common body of academic course work. The General Education Requirements are designed to promote the development of a comprehensive educational base which will effectively support a student's choice of a major concentration. [MATH 099](#) does not meet the General Education Requirement and does not apply toward graduation requirements.

Curriculum Area I - Arts and Humanities: Credits 9

Discipline E: Speech

- [ENGL 203 Fundamentals of Contemporary Speech](#) Credit: 3 ¹

Discipline A: Arts

One course from:

- [ARTS 101 Exploration of the Visual Arts](#) Credit: 3
- [ARTS 310 African American Art History](#) Credit: 3
- [MUSI 100 Rudiments of Music](#) Credit: 3

- [MUSI 101 Introduction to Music](#) Credit: 3
- [MUSI 109 Introduction to Jazz History](#) Credit: 3

Discipline B: History

One course from: Discipline B, Discipline C **or** Discipline D.

- [HIST 101 History of World Civilization I](#) Credit: 3
- [HIST 102 History of World Civilization II](#) Credit: 3
- [HIST 201 History of American Civilization I](#) Credit: 3
- [HIST 202 History of American Civilization II](#) Credit: 3
- [PHIL 201 Introduction to Logic](#) Credit: 3

Discipline C: Foreign Language

Languages: Chinese, French, Spanish, American Sign Language

Discipline D: Literature

- [ENGL 204 Introduction to Fiction](#) Credit: 3
- [ENGL 205 Introduction to Drama](#) Credit: 3
- [ENGL 206 Introduction to Poetry](#) Credit: 3
- [ENGL 207 Introduction to Creative Writing](#) Credit: 3

Curriculum Area II - Social and Behavioral Sciences: Credits 6

Students must select one course in each of two disciplines:

Discipline A: Social Sciences

- [GEOG 201 The World Geography I](#) Credit: 3
- [GEOG 202 The World Geography II](#) Credit: 3
- [POLI 200 Introduction to American Government](#) Credit: 3
- [POLI 220 Introduction to Political Behavior](#) Credit: 3
- [POLI 342 Urban Politics](#) Credit: 3
- [SOCL 101 Introduction to Sociology](#) Credit: 3

Discipline B: Behavioral Sciences

- [HUEC 203 Human Development: A Lifespan Perspective](#) Credit: 3
- [HUEC 220 Perspectives on Aging](#) Credit: 3
- [HUEC 361 Contemporary Family Issues](#) Credit: 3
- [PSYC 100 Introduction to Psychology](#) Credit: 3
- [SOCL 201 Social Problems](#) Credit: 3

Curriculum Area III - Biological and Physical Sciences: Credits 7

Students must select **two** science courses and **one** science laboratory course from the following:

- [ANPT 114 Introduction to Animal Science](#) Credit: 4
- [BIOL 101 Theories and Applications of Biological Sciences](#) Credit: 3
- [BIOL 103 Biological Science Laboratory](#) Credit: 1
- [BIOL 111 Principles of Biology I](#) Credit: 3
- [BIOL 113 Principles of Biology I Laboratory](#) Credit: 1
- [BIOL 112 Principles of Biology II](#) Credit: 3
- [BIOL 114 Principles of Biology II Laboratory](#) Credit: 1
- [CHEM 101 General Chemistry I](#) Credit: 3
- [CHEM 102 General Chemistry II](#) Credit: 3
- [CHEM 103 General Chemistry Laboratory I](#) Credit: 1
- [CHEM 104 General Chemistry Laboratory II](#) Credit: 1
- [ENVS 101 Introduction to Environmental Sciences](#) Credit: 3
- [NUDT 210 Elements of Nutrition](#) Credit: 3
- [PHYS 101 Theories and Applications of Physical Science](#) Credit: 3
- [PHYS 103 Physical Science Laboratory](#) Credit: 1
- [PLSC 184 Introduction to Plant Science](#) Credit: 3
- [PLSC 185 Introduction to Plant Science Laboratory](#) Credit: 1

Curriculum Area IV - Mathematics: Credits 3

- [MATH 102 Applications of College Mathematics](#) Credit: 3 (Students testing into [MATH 099](#) must take [MATH 099](#) before [MATH 102](#) or [MATH 109](#))

Curriculum Area V - English Composition: Credits 9

- [ENGL 101 Principles of Composition I](#) Credit: 3^{1, 2}
- [ENGL 102 Principles of Composition II](#) Credit: 3^{1, 2}
- [ENGL 001 English Proficiency Examination](#) Credit: 0
- [ENGL 305 Technical Writing](#) Credit: 3 or
- [ENGL 310 Advanced Composition](#) Credit: 3

Curriculum Area VI - Emerging Issues: Credits 7

- [ARTS 100 First Year Experience](#) Credit: 1
- [EXSC 111 Personal Health and Fitness](#) Credit: 3

Additional Courses: Credits 3

In addition, students must take 3 credits from approved liberal arts courses:

- [CRJS 101 Introduction to Criminal Justice](#) Credit: 3
- [TMGT 306 Ecological & Cultural Tourism](#) Credit: 3

Total Required for General Education: Credits 41

¹Students must pass [ENGL 101](#) and [ENGL 102](#) with grade of “C” or above before taking [ENGL 203](#).

²Honors students should take honors courses.

Required Major Courses

- [EDCI 200 Introduction to Contemporary Education](#) Credit: 3
- [EDCI 201 PRAXIS Preparation](#) Credit: 1 (Does not count toward graduation.)
- [EDCI 311 Comprehensive Assessment in Education](#) Credit: 3
- [EDCI 400 Senior Seminar in Education](#) Credit: 3
- [EDCI 406 Classroom Management](#) Credit: 3
- [EDCI 409 Teaching Reading in the Content Areas: I](#) Credit: 3
- [EDCI 410 Literacy in the Content Area: Part II](#) Credit: 3
- [EDCI 430 Methods and Materials for Teaching Art P-12](#) Credit: 3
- [EDCI 440 Teaching Internship: Specialty Programs \(P-12\): Elementary](#) Credit: 6
- [EDCI 450 Teaching Internship: Specialty Programs \(P-12\): Secondary](#) Credit: 6
- [EDSP 200 Introduction to Special Education](#) Credit: 3
- [PSYC 205 Developmental Psychology](#) Credit: 3
- [PSYC 207 Educational Psychology](#) Credit: 3

Phase One: Credits 40-43

General Education Requirements

The student completes the general education requirements established by the University. These courses are usually taken during the first two years of enrollment. All students at UMES are expected to complete a common body of academic course work. Teacher education majors should consult their academic advisors and the *UMES Course Catalog* for the specific courses in their majors.

Phase Two

Professional Education Foundation

A series of core education courses and integrated clinical experiences are carefully designed to provide all education majors with a critical foundation of knowledge. This knowledge-base is an essential prerequisite to advanced study in the specialization phase. **All education majors are required to complete this standardized core curriculum.**

Additional courses may be required by specific programs. A total of **15** credits is required. Students must also pass a criminal background check at this phase in the program and purchase the Unit's electronic assessment system. Professional Education courses in phases two, three, and four may be repeated only once.

- [EDCI 200 Introduction to Contemporary Education](#) Credit: 3
- [EDCI 201 PRAXIS Preparation](#) Credit: 1 (Does not count toward graduation)
- [EDSP 200 Introduction to Special Education](#) Credit: 3 (Special Education majors only)
- [PSYC 203 Adolescent Psychology](#) Credit: 3 (Secondary Majors only)
- [PSYC 205 Developmental Psychology](#) Credit: 3 (Special Education and Specialty Education majors only)
- [PSYC 207 Educational Psychology](#) Credit: 3

Phase Three

MAJOR/SPECIALIZATION FOUNDATION - Only students who have formally advanced to Teacher Candidate status are eligible to enroll in the major/specialization phase. Standards have been established for advancement and are published by the Department of Education in the *Teacher Education Handbook*. Students are selectively admitted to this phase of the program. **They must have a grade point average of 3.00 and passing PRAXIS I scores (or passing scores on other Maryland State approved tests) for program entry, in addition to meeting other requirements.** Students must complete and submit a **Teacher Education Application** which can be obtained online or from the Department of Education.

In this phase of study, each student must complete the specific courses required in their major/specialization area. This third phase of study and preparation includes coursework and integrated field work in the student's major area of specialization or concentration. The courses which comprise the specialization phase organize and structure an in-depth study of a content/specialty area. Prospective teachers are thoroughly trained in both the content area and effective instructional delivery. Once admitted to Teacher Education, teacher candidates must maintain a minimum overall grade point average of 3.00 as well as a minimum 3.00 grade point average in their major, with no grade of "D" or lower in the major or in education courses.

The curriculum in this phase of study is established jointly by the Department of Education and the respective academic department. The number of required semester hours in the specialization phase of the teacher education program will vary depending on the content area. A total of 18 semester hours is required in specialization courses for Specialty majors. A total of 39 semester hours is required for specialization courses for Special Education Majors. These requirements are listed in the *Teacher Education Handbook*.

Common Required Specialization Courses for Specialty (Except Special Education Majors)

For additional program requirements for the Art Education (Teaching) major, please refer to the Department of Education and the Teacher Education Handbook. UMES' Teacher Education Programs are accredited by the National Council for Accreditation of Teacher Education and approved by the Maryland State Department of Education. Note: [EDCI 306](#) is also required for Art, English, Music, and Social Studies.

- [EDCI 311 Comprehensive Assessment in Education](#) Credit: 3

- [EDCI 406 Classroom Management](#) Credit: 3
- [EDCI 409 Teaching Reading in the Content Areas: I](#) Credit: 3
- [EDCI 410 Literacy in the Content Area: Part II](#) Credit: 3
- EDCI 4XX
- [EDSP 428 Communication and Collaboration in Special Education](#) Credit: 3

Common Required Specialization Courses for Special Education Majors

A total of 39 semester hours is required for specialization courses for Special Education Majors. These requirements are listed in the *Teacher Education Handbook*.

- [EDSP 401 Processes and Acquisition of Reading and Language for Students with Disabilities](#) Credit: 3
- [EDSP 402 Instruction of Reading and Language for Students with Disabilities](#) Credit: 3
- [EDSP 403 Materials for Teaching Reading and Language for Students with Disabilities](#) Credit: 3
- [EDSP 404 Assessment, Diagnosis, and Remediation of Reading Problems for Students with Disabilities](#) Credit: 3
- [EDCI 306 Integrating Technology into the Curriculum](#) Credit: 3
- [EDSP 414 Psycho-educational Assessment I](#) Credit: 3
- [EDSP 416 Program Development and Instructional Delivery for Students with Disabilities](#) Credit: 3
- [EDSP 422 Psycho-educational Assessment II](#) Credit: 3
- [EDSP 426 Instruction of Mathematics for Students with Disabilities](#) Credit: 3
- [EDSP 428 Communication and Collaboration in Special Education](#) Credit: 3
- [EDSP 430 Technology in Special Education](#) Credit: 3
- [EDSP 431 Instruction of Prevocational/Vocational and Transition Programs for Students with Disabilities](#) Credit: 3
- [PSYC 406 Applied Behavioral Analysis](#) Credit: 3

Clinical and Field Experiences

The Department of Education requires a variety of clinical and field experiences during which students work in the field, including a full-time teaching internship. Students must be fully prepared to assume the responsibility associated with these experiences. The clinical and field experiences are a critical part of the teacher preparation programs. The *Clinical and Field Experiences Handbook* outlines all expectations and requirements. Students who wish to become teacher education majors will need to successfully complete a criminal background check prior to any field placements in a school setting.

Phase Four

TEACHING INTERNSHIP (SUPERVISED CLASSROOM TEACHING) - The internship is the culmination of the teacher education program. The [Teaching Internship](#) consists of two full-time placements in two (2) different classroom settings, in Professional Development Schools. Each setting exposes students to a different age group or level. Students will be assigned

to the [Teaching Internship](#) based on program requirements and school system availability. In order to be eligible for admission to the [Teaching Internship](#), students must meet the following requirements:

1. Minimum 3.00 overall grade point average. Any courses transferred into UMES will be counted as part of the cumulative grade point average.
2. Minimum 3.00 grade point average in major.
3. Successful completion of the PRAXIS II-Specialty Area Tests. Students must take and pass the PRAXIS II in their content area before being eligible for their [Teaching Internship](#). Cut-off scores are determined by the Maryland State Department of Education. Registration for the PRAXIS II should be completed as early as possible, but no later than the semester before the [Teaching Internship](#). Passing scores must be submitted to UMES from ETS before the internship begins.
4. All courses, with the exception of the [Teaching Internship](#), and [Senior Seminar](#) must be completed (i.e., no incomplete grades).
5. Two recommendations from Teacher Education faculty.
6. Completion of the Application for Teaching Internship.
7. Interview with faculty that includes review of candidate's professional dispositions and cultural competencies.
8. The Department of Education is committed to providing a quality, supervised internship experience and to providing every student with rich and varied internship options. Every student in a degree-seeking program who is an [Education major](#) is assigned to an internship on a full-time basis. Students must provide their transportation to all internship and field experience sites. Each student must also attend a 3-4 day workshop in preparation for the internship.

Specialty Education - Art/Music (PreK-12)

- [EDCI 400 Senior Seminar in Education](#) Credit: 3
- [EDCI 440 Teaching Internship: Specialty Programs \(P-12\): Elementary](#) Credit: 6
- [EDCI 450 Teaching Internship: Specialty Programs \(P-12\): Secondary](#) Credit: 6

Curriculum Guide for Art Education Teaching

[Art Education Teaching Semester by Semester](#)
