



The Ohio State University

Art Education Graduate Program Handbook

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Introduction

The Graduate Studies Committee oversees graduate programs in the Department of Art Education. This handbook provides students and faculty advisors with information about these programs and about policies and procedures that are specific to graduate study in Art Education. Students are advised to acquaint themselves with this document in its entirety. The Department advises students to consult the Graduate School Handbook, the primary reference for policies, rules, procedures and general information concerning graduate study at The Ohio State University. The handbook can be accessed online at the Graduate School's website (www.gradsch.ohio-state.edu). For more information concerning graduate studies in Art Education, contact **Kirsten Thomas**, Graduate Studies Coordinator, 258 Hopkins Hall, 128 N. Oval Mall, Columbus, OH 43210. Telephone (614) 292-4123 (e-mail Thomas.404@osu.edu).

General Information

Department of Art Education

The Department is internationally known for the quality of its faculty and the diversity of its programs. The Department's central concern is the teaching and learning of visual arts in contemporary society. The scope of graduate study in art education at Ohio State is perhaps the most comprehensive in the world. With 13 full-time faculty and approximately 100 M.A. and Ph.D. students currently enrolled, it is also one of the largest graduate programs in art education.

The Department offers both Master of Arts and Doctor of Philosophy degrees in Art Education and, in cooperation with the John Glenn School of Public Affairs, an M.A. in Arts Policy and Administration. These programs are oriented toward research and scholarship, pursued for both theoretical and practical ends. Graduate study may emphasize art education and public policy in a range of settings, including schools, colleges, community arts service agencies, museums, galleries, and the popular media; may be local, national or international in scope; may use a specific disciplinary approach to research in art education (such as those in the fields of philosophy, history, sociology, anthropology, psychology); or be directed toward a topic that requires cross-disciplinary studies.

The Department welcomes the cultural and experiential diversity of its student population. Some students are teachers who have returned for professional development. Others have worked in museums, galleries, art institutions and other creative sector positions. With significant numbers of international students, it is not uncommon to sit in an art education course attended by one or more students from Asia, Canada, Europe, Jamaica, or the Middle East (represented by graduate students in recent 2009-2010

years). Graduating students go on to a wide variety of careers in school districts, arts agencies, universities, and positions in the public, private and nonprofit sectors. The Department has a large and influential group of alumni, many of whom hold positions in universities throughout North America and the world.

Mission Statement

The mission of the Department of Art Education is to prepare educators, researchers, administrators and policy makers for research and practice in art education through its integrated, multifaceted programs and collaborations across the University. Our goal is to prepare students to lead through art education towards a critical and informed citizenry committed to advancing the public interest with regard to opportunity, diversity, effective public policy, social justice, and creativity. The Department strives to maintain its position of excellence at the state, national and international levels in the areas of research, teaching and service.

Our programs promote understanding of the arts and other forms of visual culture, policy, and education for all students through a curriculum that is research-based, interdisciplinary, and intent on collaboration with communities within the University, state, nation, and world. We emphasize understanding of arts and culture, especially visual culture, in a global, culturally diverse, and technological society. This content is explored through the following: pedagogical theory and practices, critical inquiry of historical and contemporary artworks; the analysis of public and educational policy in the arts and cultures; and inquiry in the philosophical, historical, and policy foundations of art education, arts management, and cultural policy administration. Our curriculum includes attention to understanding multimedia technologies in cultural production, critique of policies, teaching, learning, assessment, and awareness of comparative international practice.

The scope of the Department's undergraduate offerings includes general education and courses for elementary classroom teachers. In addition to a Bachelor of Art Education degree program that provides undergraduate students with a well-rounded liberal arts education, intensive studies in visual culture, and significant preparatory course work in the theory and practice of art education, the Department also offers a five-year PK-12 teacher preparation program with licensure in the first year of graduate study. The Department is also taking the lead in the development of an undergraduate minor in entrepreneurship and the arts in collaboration with the Fisher Business School.

The Department provides graduate courses for experienced teachers and graduate licensure students; a Master's degree in arts policy and administration carried out in collaboration with the School of Public Policy and Management; a set of museum education courses; professional development for in-service teachers and school

administrators; and advanced graduate study encompassing a wide array of doctoral research specializations.

The Ohio State University

The Ohio State University is among the most prominent institutions of higher education in the world. As a major research university, Ohio State attracts over 10,000 graduate students to its 114 fields of specialization. Although it is a large university with over 50,000 students, the Department of Art Education actively supports new students by nurturing activities that foster a sense of community and collegial camaraderie.

City of Columbus

Columbus is Ohio's capital and its largest city, has grown in size and opportunities over the past two decades. It currently has a metropolitan population of about 1.6 million. Columbus is primarily a government, education and service industry community, although there is some light manufacturing. The city offers a rich cultural life; a chamber and symphony orchestra, several theater companies, ballet and modern dance companies, opera, dozens of museums, art galleries, arts and crafts festivals and many annual cultural events. There is a thriving downtown area and multiple historical districts, such as German Village, Victorian Village and the Short North. Columbus' central location makes a number of the country's major museums and art galleries only a few hours away by car or an hour's flight from Port Columbus International Airport (CMH).

Admissions

Admission of graduate students to the university is a shared responsibility of the departmental Graduate Studies Committee, the Graduate Admissions office, and the Graduate School. Therefore, applicants must fulfill admission requirements and procedures of each entity.

Admission Requirements

Information about University admission procedures may be obtained by calling the Graduate Admissions Office at (614) 292-9444, and the application is available online on their website: www.gradadmissions.osu.edu.

Applicants must show evidence that they meet the following requirements:

- An earned baccalaureate or professional degree from an accredited college or university by the expected date of entry. Applicants must have earned an M.A. in order to be admitted to the Ph.D. program.
- A minimum 3.0 cumulative grade point average (GPA) based on a 4.0 scale in all previous undergraduate work.
- Prerequisite training and education that will enable the student to pursue the graduate program to which admission is sought.
- Minimum GRE scores of 550 Verbal, 600 Quantitative, and 4.0 writing for Ph.D. and M.A. in Arts Policy and Administration applicants. Minimum score of 400 on the Miller Analogies Test for M.A. applicants in Art Education.
- Recommended TOEFL scores: 600 on the Paper Based Test, or 250 the Computer Based Test, or 100 on the Internet Based Test, or a minimum score of 86 on the Michigan English Language Assessment Battery (MELAB) or an IELTS score of 8.0. This requirement applies only to an applicant from a country where the first language is not English, unless a degree has been earned in an English-speaking country.

Admissions Criteria

Departmental admission policies and criteria are designed to admit students who have strong intellectual ability and who have research interests that are consistent with the Department's programs. The Graduate Studies Committee welcomes any evidence relevant to these criteria. The minimum evidence required is indicated below.

Intellectual Ability. The department defines intellectual ability in terms of the ability to deal with ideas of a general kind as they apply to art and education. Our programs stress analytical, critical, speculative and theoretical approaches to art education, and require strong communication skills. Evidence of an applicant meeting this criterion include grade point average in college, scores on the Miller Analogies Test (MAT) or Graduate Record Examination (GRE), letters of recommendation, and essays or articles written by the applicant. A portfolio of curriculum materials or studio work may be provided as evidence of intellectual ability when accompanied by a written interpretive commentary.

Interests Appropriate to the Programs. Our graduate programs accommodate a wide range of interests in art education. The Department admits eligible graduate applicants

whose interests are consistent with the expertise of its faculty. For a list of faculty and their areas of specialization, see the Graduate Faculty section of this handbook.

Evidence of clearly defined interests include: a resume of the applicant's educational background and professional experience; a statement of intent indicating the applicant's intellectual curiosities, anticipated direction during graduate study, and long-range career objectives. Letters of recommendation may also address this criterion.

Diversity of Background. Art and education are rich and multi-faceted phenomena that can be approached from diverse points of view. The Department of Art Education strives to admit a culturally and experientially diverse student population that enriches the learning experience. This criterion applies to diversity of intellectual, artistic, practical and cultural background. Practical experience in schools and cultural agencies is particularly welcomed.

Diversity of American culture is regarded as desirable, and the relation between art and culture is one of the themes of our graduate programs. Therefore the Graduate Studies Committee seeks to admit qualified students from North American minority backgrounds. Similarly, the Department regards international diversity as enriching. Applications from international students are welcomed. It should be noted, however, that a high degree of proficiency in written and spoken English is essential to success in the program.

Departmental Application Procedures

The following materials should be sent directly to the Department of Art Education, The Ohio State University, 258 Hopkins Hall, 128 North Oval Mall, Columbus, OH 43210; telephone (614) 292-7183.

- Official transcripts from all previously attended universities.
- Depending upon the program, scores from the Graduate Record Exam (GRE) or Miller Analogies Test (MAT).
- Three or more recommendations from recent academic or professional associates.
- A resume of the applicant's educational background and professional experience.
- A statement of intent that includes:
 - Professional goals.

- The relationship of academic and professional experience to goals.
- Anticipated use of graduate study in pursuing goals.
- A writing sample; for example, publications and manuscripts, conference papers, papers from advanced courses, grant proposals, curriculum guides. A representative portfolio of other recent curriculum and assessment materials or studio work is welcomed when it is accompanied by a written interpretive commentary.

Application materials should be submitted by the published deadlines on the Art Education website.

Additional Requirements for International Students

English as a Second Language (ESL) Requirement. Upon arrival to this campus, a student from a country where English is not the first language is required to take an English examination. Its purpose is to place the student in an appropriate English class to help them improve their English language skills. The Office of Admissions notifies those international students who are required to take a placement test. The Office of International Affairs (OIA) informs new students about the date and time of the test. Some students are Qualified on the basis of the placement composition; these students are not required to take any ESL courses. For more information, visit the ESL Composition Program website at <http://www.esl.ohio-state.edu/ESLC/Index.html>.

Spoken English Requirement. Graduate Teaching Associates (GTAs) whose native language is not English must pass the Test of Spoken English (TSE) before teaching at Ohio State. Students should schedule this examination as soon as possible after arriving on campus by contacting the Spoken English Program at (614) 292-5005.

Finances. It is crucial for all students, whether sponsored or privately supported, to have a clear idea of personal finances. Unrealistic budget expectations may become a source of anxiety that affects graduate study. International students must show evidence that they will have sufficient financial means to support themselves through their entire course of study. International students who bring their families must prove that they have the financial means to support their family for the duration of their stay. Additional information for international students can be obtained by contacting the Office of International Affairs at 100 Oxley Hall, 1712 Neil Ave, Columbus, OH 43210; (614) 292-6101.

Graduate Teaching Associateships

The most common form of financial assistance for our graduate students is a Graduate Teaching Associate (GTA) appointment within the department. These GTA appointments are highly sought after and competed for.

Applications for GTA appointments cannot be considered before admission to the graduate program. Applications can be obtained in the Art Education office in 258 Hopkins Hall or on the department's website.

In general, the department considers two issues when making GTA appointments: 1) academic promise as a student, which is judged on the basis of the admissions application materials, and 2) appropriate professional background and skills required by a particular assignment, whether research, teaching or service. For example, the supervision of student teachers requires significant experience as a practicing teacher and teaching undergraduate classes requires a good command of the English language.

Graduate Teaching Associate appointments provide a monthly stipend and cover all university tuition and some fees. Appointments are made on either a quarterly or a yearly (three quarter) basis. Summer quarter appointments are occasionally available. New Graduate Teaching Associates beginning autumn quarter should bear in mind that their first paycheck will not be issued until the end of October. New GTAs are required to take the department's TA Development course, which is offered as a 3 credit hour class during autumn quarter. This course explores multiple aspects of teaching in higher education including current literature on college teaching and Ohio State and departmental policies and resources. In addition, the GTAs will share and explore experiences and issues that emerge in their own teaching. GTAs teach in a variety of contexts and because of this diversity, they will have needs specific to their courses, which will be addressed through a combination of the new GTA course and course supervisors.

New GTAs are also required to attend the University Center for the Advancement of Teaching's teaching orientation. Details about the orientation are sent to new GTAs during the summer.

Residency

GTAs must live in the Central Ohio area during their appointment. This includes graduate students who teach an online course. The benefits students gain from being on campus and with other graduate students enhances their teaching experience.

GTA Positions

The Department of Art Education currently employs Graduate Teaching Associates for the following courses:

- Art Ed 160 Art and Music Since 1945 (in person and online)
- Art Ed 252 Introduction to the Computer in the Visual Arts
- Art Ed 367.01 Ethnic Arts: A Means of Intercultural Communication
- Art Ed 367.02 Writing Art Criticism
- Art Ed 367.03 Criticizing Television
- Art Ed 600 Art and Curriculum Concepts for Teachers
- Student Teaching Supervisor
- LeFevre Gallery – Newark Campus

Appointment and Reappointment of GTAs

Ordinarily appointments are issued for nine months, or three quarters (Autumn, Winter, and Spring). Appointments may also be made on a quarterly basis. GTAs at the Master's level may be reappointed for a total of two years; GTAs at the doctoral level may be reappointed for a total of three years. GTAs who are appointed at the Master's level and continue as doctoral students may be reappointed for a total of four years. Reappointments are made depending upon availability of funds, satisfactory performance, and successful academic progress. Summer quarter appointments are arranged separately. There are no guarantees of appointment beyond that specified in the student's initial appointment documents.

A graduate student must have accumulated no more than 260 hours of enrollment in the Graduate School, and must be in good standing in the Graduate School when a GTA appointment or reappointment becomes effective.

Teaching associates' course supervisors require communication and participation in meetings and professional development opportunities during the first quarter of teaching the course. GTAs must register for a minimum of 1 credit hour of independent study with their course supervisor and take Art Education 707 *Introduction to Teaching Arts Education at the College Level*. A course syllabus must be submitted to the supervisor and chair of the department as will all mid-quarter student evaluations. The GTA must promptly notify their course supervisor of any course related problems. Although not mandated, it is advisable that all GTAs take a multicultural course. GTAs should see their course supervisor for suggestions.

All teaching associates must be present during the quarter and through finals week. Typical duties include: tutoring students, holding regular office hours (required and must be given to supervisor and main office), proctoring exams, grading student assignments, developing academic instructional materials, and other related duties as assigned for two courses in a given quarter. Supervisors may also request that teaching associates participate in curricula development.

Criteria and Procedures for Terminating GTA Appointments

GTA appointments may be terminated early for any of the following reasons: failure to fulfill requirements of the assignment; poor academic performance; poor performance in fulfilling GTA duties; academic misconduct; irresponsible behavior (actions that put persons or properties at undue risk); insubordination to faculty or staff; sexual harassment or other violations of university codes of conduct. This should not be considered a complete list of potential infractions, and other actions on the part of the GTA that are deemed grievously inappropriate by the Chairperson and the Chair of the Graduate Studies Committee, may be grounds for termination of the appointment.

Graduate Teaching Associates charged with any of the above grounds for termination will be required to meet with the Chair of the Department and Chair of the Graduate Studies Committee, to be informed of the charge and respond to it. If, upon investigation, charges are found to be legitimate, the Department Chair in consultation with the Chair of the Graduate Studies Committee may issue a warning or immediately terminate the GTA appointment. Graduate Teaching Associate appointments must be terminated if a student has already received a warning within the same academic year. Warnings and terminations will be documented in writing by the Chair with letters issued to the GTA concerned. All actions related to charges, investigations, warnings or terminations will be kept confidential to the degree required by law.

Graduate Teaching Associates who have received warnings or a notice of termination have the right to file a grievance or petition to clear their record or reverse the decision. Students should consult with the Chair of the Graduate Studies Committee and /or the Graduate School for appropriate procedures.

Office Space for Graduate Teaching Associates

Although every effort will be made to provide GTAs with office space, file space, and access to a computer, the Department cannot guarantee such provisions, having limited space and resources at its disposal. Students are not provided with secretarial service.

Working Calendar and Time Off for GTAs

Normally the GTA working calendar corresponds with OSU's established academic calendar. University holidays and non-teaching periods between quarters provide time off for GTAs. GTAs are not eligible for additional vacation time. Under certain circumstances GTA assignments require special or extended schedules. These will be made clear to the GTA before appointment documents are signed.

GTA Absences

It is the responsibility of GTAs to report any and all absences to their course supervisors, and when possible and appropriate to make up any absence at a time generally agreeable to their students. In the event of an unplanned absence, GTAs should also email their students and call the main office.

Other Funding Opportunities

Outside Employment

Most GTA appointments are fifty percent time, which means that students are expected to commit 20 hours per week to their GTA assignment. It is assumed that the balance of the work-week will be devoted to graduate studies. While the Department has no policy forbidding outside employment, GTAs must balance their schedules in such a way that neither their GTA duties, academic studies, or health and well-being suffer.

University Fellowship Competition

The Graduate School Fellowship competition is part of Ohio State's recruitment of outstanding students who plan to enter a graduate program at Ohio State for the first time in the upcoming academic year. These fellowships are awarded to deserving candidates through a highly competitive process that focuses on academic records, letters of recommendation, statement of intent, GRE scores, and potential to be successful in a graduate program. These award decisions are not based on financial need.

Graduate students cannot directly apply for a Graduate School Fellowship. Graduate students interested in being considered for a Graduate School Fellowship must check the appropriate box on the admission application. Candidates are then reviewed for

nomination by the Graduate Studies Committee. More information about the University Fellowship Competition can be found on the Graduate School website.

Barnett Fellowship

On May 7, 1993, Lawrence R. Barnett and Isabel Bigley Barnett established two endowed funds to support the Arts Policy and Administration Program. The Lawrence and Isabel Barnett Fellowship Fund provides tuition, fees and an annual stipend for selected incoming students. The Lawrence and Isabel Barnett Distinguished Visiting Professor Fund supports an annual visiting lecture series and biennial Arts and Public Policy Symposium created to facilitate in-depth inquiry and analysis of public and not-for-profit sector policies and practices affecting the support, accessibility, and quality of the arts and arts education.

Other

Other units of the university (e.g., The Wexner Center, university libraries, student services, etc.) may offer Graduate Research Associateships and Graduate Administrative Associateships appointments. Students should contact the office where they are interested in working for more information. The Department of Art Education does not have information about these opportunities.

The Office of Student Financial Aid at 340 Lincoln Tower, 1800 Cannon Drive, (614) 292-0300 has information about student employment, work-study, and loans. International students should contact the Office of International Affairs at 100 Oxley Hall, 1712 Neil Ave, Columbus, Ohio 43210-1219, (614) 292-6101.

Council of Graduate Students:

Edward F. Hayes Graduate Research Forum, Ray Travel Award

<http://cgs.osu.edu/funding/default.aspx>

OSU Graduate School:

Alumni Grants for Graduate Research and Scholarship

<http://www.gradsch.ohio-state.edu/content.aspx?content=55&itemid=2>

Jacob K. Javits Gifted and Talented Students Education Program:

<http://www.ed.gov/programs/javits/index.html>

Spencer Foundation:

The Spencer Foundation was established in 1962 by [Lyle M. Spencer](#). The Foundation received its major endowment upon Spencer's death in 1968 and began formal grant 2009-2010

making in 1971. Since that time, the Foundation has made grants totaling approximately \$250 million. The Foundation is intended, by Spencer's direction, to investigate ways in which education, broadly conceived, can be improved around the world. From the first, the Foundation has been dedicated to the belief that research is necessary to the improvement in education. The Foundation is thus committed to supporting high-quality investigation of education through its research programs and to strengthening and renewing the educational research community through its fellowship and training programs and related activities.

<http://www.spencer.org/content.cfm/research>

<http://www.spencer.org/content.cfm/fellowship-awards>

Federal Grants:

http://www.grants.gov/applicants/find_grant_opportunities.jsp

OSU Research Foundation Funding Opportunities:

<http://www.rf.ohio-state.edu/fundops/index.cfm>

OSU Office of International Affairs, Grants for Faculty and Students:

<http://oia.osu.edu/content/blogcategory/5/432/>

Advising Policies and Procedures

Contact Advisor

The Graduate Studies Committee assigns contact advisors according to the student's research interests and/or experiences. A letter of acceptance that contains contact information is sent a few days after the student is admitted. A copy of that letter is also given to the contact advisor. Students should contact their advisor within the first couple weeks after arriving at the university.

The contact advisor works with the student to develop a plan of study, timeline and performance expectations. The student and the advisor should keep a copy of the most recent plan of study. By the end of the first year, the student, with guidance from the contact advisor, should choose their project/thesis/dissertation advisor. It is the student's responsibility to give the new advisor a folder containing the plan of study and any notes that are pertinent. A contact advisor can remain as the project, thesis, or dissertation advisor.

The Department recommends that students meet with their contact advisor once or twice each quarter. Students are asked to have an agenda for each meeting and, if assignments are made have them completed.

Project/Thesis/Dissertation Advisor

As a general rule, a student will arrange to work with a faculty member whose field of scholarly concern is close to their interests. When choosing an advisor, students must consider whether the faculty member is eligible. An explanation of eligibility criteria (Graduate Faculty categories M and P) are included in the Graduate School Handbook and in the Graduate Faculty section of this handbook. Compatibility of personalities and organizational style are also criteria to be considered by students when selecting an advisor. Students should select a regular faculty member as their advisor by the third or fourth quarter of enrollment.

The advisor, along with the student, identifies the thesis reader or doctoral committee members and assists in the development of the research proposal. The advisor and student establish the rules of how each committee meeting is to be conducted, guests who may be invited and the basis for their participation, and organization of the committee agendas, time lines, etc. The advisor approves of dissertation proposals and chapters before submission to other committee members for their review.

It is possible to be co-advisors on a dissertation committee. Co-advisors have to be identified on any exam notification paper work (e.g. Notification of Candidacy Exam, Notification of Final Oral Defense, etc). Co-advisors should also be identified on the application to graduate, as well as on the title page of the dissertation.

Changing Advisors

To initiate a change of advisor, students must secure a “Change of Advisor” form from the Graduate Studies Coordinator. Students are responsible for securing the required signatures and returning the form to the Graduate Studies Coordinator.

An advising relationship is sustained by mutual consent and may be terminated by either the faculty member or the graduate student, except where prohibited by rules outlined in the Graduate School Handbook. If a student’s research interest changes, a change of advisor may be appropriate. A student should not feel obliged to retain a given advisor if a student wishes to make a change.

In cases where the student’s regular advisor is absent for an extended period of time, the advisor will be responsible for arranging an interim advisor, and will inform the Chairperson of the Graduate Studies Committee of the arrangement.

Faculty Retirement or Relocation

It is possible for some academic duties to be continued without jeopardizing faculty retirement benefits such as continuing advisor/advisee relationships that existed before retirement. Faculty that move out of state are no longer considered regular Graduate Faculty and cannot remain as the chair of a student's committee.

Enrollment and Academic Progress

Designing a Plan of Study

Incoming students should meet with their contact advisor to design a tentative individual plan of study. This plan must meet program requirements and also reflect the student's intended area of specialization, though it is not unusual for students to later change the focus of their program. It is important for each student to work closely with a faculty advisor in preparing a plan of study.

The Graduate Studies Committee monitors student progress and must have up-to-date information about each student's plan of study. Students are responsible for providing the committee with this information by filing a plan of study form with their advisor and by updating this form at various points in their degree program.

Master's students should update their plan of study with their advisor:

- During the first quarter of enrollment.
- Upon selecting a regular advisor, which is typically during the third or fourth quarter of enrollment.
- Upon any change in regular advisors.
- Concurrent with filing an Application to Graduate, a copy of the Plan of Study along with a copy of the Application to Graduate should be filed with the Graduate Studies Coordinator.

Doctoral students should update their plan of study with their advisor:

- During the first quarter of enrollment.
- Upon selecting a regular advisor, which is typically during the third or fourth quarter of the program.
- Just prior to taking the Candidacy Examination, after the student's committee members have been identified and have reviewed the student's dissertation proposal.
- Concurrently with filing an Application to Graduate. A copy of the Plan of Study along with a copy of the Application to Graduate should be filed with the Graduate Studies Coordinator.

Registration and Scheduling Procedures

New students must establish an OSU e-mail account as soon as possible, as all registration information will be sent via e-mail. New international students must obtain their registration materials from the Office of International Affairs at 100 Oxley Hall, 1712 Neil Ave, Columbus, OH 43210; (614) 292-6101.

Continuing students will also receive registration information by e-mail the quarter preceding the intended quarter of enrollment. All course enrollment is done on OSU's web registration system, and students must have their OSU e-mail account to access the website.

The student's quarterly schedule should correspond with their approved plan of study. It is recommended that students consult with their faculty advisor before finalizing quarterly schedules. By doing so students can be assured that the courses scheduled meet their advisor's expectations. If students wish to enroll in courses that depart from their plan of study, they should first consult with their advisor. Failure to do so may result in the student earning credit hours that cannot be counted toward fulfillment of degree requirements.

Quarterly Course Loads

1. Full-time graduate students are expected to take a course load of 12-15 credit hours. The university has reduced the definition of full time status for **post-candidacy** doctoral students from 10 credit hours to 3 whether the student is funded or unfunded. Doctoral students admitted to the program Autumn 2008 and

- after must maintain a continuous enrollment of at least 3 credit hours per quarter (summer quarter enrollment is optional) after passing the candidacy exam.
2. Students holding Graduate Teaching Associateships (except for post-candidacy doctoral students) must be enrolled for at least 7 hours during summer and 9 hours autumn, winter, and spring quarters.
 3. Graduate Teaching Associates requesting a fourth quarter fee authorization must consult with the department's fiscal administrator before registering.
 4. Students holding fellowships, including the Barnett Fellowship, must be enrolled for at least 15 hours per quarter (except for post-candidacy doctoral students).

Good Standing

To be in good standing in the Graduate School, a student must maintain a cumulative point hour ratio (CPHR, also known as grade point average or GPA) of 3.0 or better in all graduate credit courses. Students must also maintain reasonable progress toward completing graduate program requirements. The Graduate School Handbook outlines consequences of a student's CPHR falling below 3.0.

Reactivation

The Graduate School requires a departmental level decision about reactivation after two years of null registration. It makes it clear that reactivation is not automatically granted. The Department separately has a policy that requires the M.A. to be completed within six years of beginning. Students who exceed either of the limits (i.e., go two years without registration or do not complete their degree within six years) must petition the Graduate Studies Committee for reactivation. A reactivation is needed for teachers seeking continuing education courses as well. In making its decision, the department Graduate Committee considers the degree of sustained engagement with the field during the time of absence from the program and any extenuating considerations. It may decide to reactivate or deny reactivation. It may also decide that reactivation requires additional study of recent developments in the field.

Student Organizations in the Department of Art Education

Associate of Graduate Students in Art Education (AGSAE)

AGSAE aims to promote and provide representative, academic, professional, administrative, and social services specifically for the graduate students in the field of art education at The Ohio State University.

What does AGSAE do?

- Organize meetings for graduate students.
- Represent the voice of the graduate students.
- Organize the Marantz Award.
- Organize the Alumni Party at the annual NAEA convention.
- Keep track of AGSAE budget.
- Inform students of issues and activities of the department.
- Organize meetings among AGSAE officers and faculty advisor.

Arts Priori

Arts Priori is a student organization dedicated to supporting the Arts Policy and Administration (APA) program within the Department of Art Education and the College of the Arts at OSU. Arts Priori serves students within the APA program by representing their interests to faculty and administration, providing professional development opportunities through panel discussions and workshops, and organizing trips to cultural events.

Central Ohio Student Advocates for the Arts (COSAA)

COSAA is part of a national network of student advocacy organizations whose mission is to empower student voices to influence legislation and policy affecting the arts and public arts funding. Acting as a conduit, COSAA unifies and mobilize student advocates to bring about positive change in the arts sector. COSAA provides a platform for students to engage in critical debate of arts advocacy issues and encourages students to participate as active citizens in a democratic process.

Graduate Student Participation in Departmental and University Governance

Graduate students in the department are encouraged to participate in governance activities at both the department and university levels. The Association of Graduate Students in Art Education (AGSAE) and Arts Priori provide opportunities for graduate students to participate in departmental governance and other matters concerning graduate student issues. Officers meet with the Graduate Studies Chair, and hold regular meetings with the student membership throughout each quarter. A student representative attends faculty meetings. The president or another representative of AGSAE is a voting

member of the Graduate Studies Committee. In addition, the student organizations serve the departmental graduate student community in facilitating social activities. Department of Art Education graduate students are also involved in governance at the university level through participation in the Council of Graduate Students (CGS). CGS is recognized by the Graduate School and the University administration as the student governance body representing all graduate students enrolled at Ohio State. The department is currently entitled to three delegates on the Council; one delegate for every 50 students. The delegates are nominated and elected through AGSAE. More information about CGS can be found at the website at <http://cgs.osu.edu/>.

Research Information

All research activities involving human subjects must be reviewed and approved by an Institutional Review Board (IRB) unless the Office of Responsible Research Practices prospectively determines that the research falls into a category of exemption established by federal regulation.

In accordance with OHRP (Office for Human Research Protections) guidelines and FDA (Food and Drug Administration) regulations, the IRB reviews human subjects research proposals to ensure risks have been minimized and the potential for benefit has been maximized before human subjects participate in the research. The IRB also ensures, when required, that human subjects only volunteer to participate in research after providing legally effective informed consent. Investigators may not solicit subject participation or begin data collection until they have received approval from the appropriate IRB or written concurrence that research has been determined to be exempt from IRB review. The student's advisor is listed as the primary investigator because of legalities and institutional accountability, but this does not negate the student's responsibility.

Since there is an online examination required before one can submit an IRB Proposal, the Department recommends that students intensively explore the following site <http://orrrp.osu.edu/irb/about/>.

Ethics in Graduate Study

The Department seeks to promote the highest ethical standards for research and scholarship. Academic misconduct and infractions of the university code of student conduct (as described under Code of Student Conduct in the OSU Student Handbook) are considered unethical and unprofessional. Students should conduct themselves at all times in a manner consistent with the best practices of the profession, be it teaching, arts administration, or other professions affiliated with Art Education.

Master of Arts Degree in Art Education

The M.A. program in Art Education gives students the opportunity to gain the knowledge and skills necessary to be well-informed and reflective practitioners, teachers, and researchers. The program consists of a coherent pattern of courses and other educational experiences, either a research thesis or a final project, and a Final Oral Examination.

There are two required foundational courses and some breadth requirements. Beyond that, students are expected to develop an individualized program of study in consultation with a faculty advisor. It must include a reasonable concentration in a single area, be approved by the advisor, and be within the rules of the Graduate Studies Committee and the Graduate School.

Master of Arts with Teaching Licensure

The Department of Art Education offers a licensure program leading to a Master's of Arts degree for intending art teachers.

The program is available to undergraduates or to persons with a suitable undergraduate degree. For undergraduates, licensure as an art teacher requires completion of the Bachelor of Art Education degree and a year's work at the graduate level (completion of the Master's degree takes longer). For graduates, licensure requires two years of graduate study, both of which count toward a Master's degree.

The licensure program is based on the belief that the study of art is basic to the school curriculum, that its aim is a broad understanding of art in its many contexts, and that teaching is a matter of inquiry and lifelong professional development. The program has active links with teachers in local public schools. Pre-service students can expect significant contact with experienced practicing teachers who care about professional development.

There is a separate admissions process for the M.A. with Teaching Licensure. Admission to that program is NOT transferable to the M.A. in Art Education, M.A. in Arts Policy and Administration or the Museum Education strand.

Master of Arts in Arts Policy and Administration

The Department of Art Education, in collaboration with the John Glenn School of Public Affairs, offers the degree of M.A. in Arts Policy and Administration (APA). This program is designed to serve students who intend to: 1) become administrators of public arts agencies or not-for-profit performing, visual and literary arts organizations; 2) continue their academic studies at the doctoral level in preparation for teaching, research, or administrative roles in universities and other institutions; or 3) become self-employed consultants to federal, state, and local arts organizations.

The M.A. in Arts Policy and Administration is different from other university arts management programs in that its foci includes policy research regarding the creative industries in public, private and nonprofit sectors, examinations of arts administration practices, (inter)national cultural policies, and arts education policy -- their formulation, analysis, interpretation, implementation and evaluation. Attention to questions of arts education also distinguishes this program from other arts management programs. It is based on the belief that government subsidy and private patronage of the arts can no longer be considered apart from the general public's education in the arts.

The APA program seeks to educate arts and cultural policy actors who can: 1) critically assess the value and impact of arts-related legislation and public arts programming; 2) recognize conflicts of policy and practice and seek solutions to these problems; 3) understand the concept and importance of comprehensive arts education as it relates to cultural policy and public education; and 4) participate fully and effectively in the public policy arena, whether at the federal, state or local level. Graduates of the program will have the practical skills required to manage an arts or cultural organization and will understand the important relationships of the arts to education, education to government, and government to the arts. Overall, the degree program seeks to educate arts leaders prepared to develop new genres of arts programming and more inclusive, interactive relationships between citizens and the arts.

The degree requires a minimum of two years of full-time graduate study beyond the baccalaureate degree. The course of study includes 35 credit hours in the College of the Arts (including an arts administrative internship and minimum of 3 credit hours of thesis work) and 29 credit hours in Public Policy and Management. Courses in the colleges of Business, Education, Law, School of Music, and departments of Art Education, Dance, History of Art, Theater, Philosophy, Political Science, English, and Comparative Studies in Humanities are suggested for the 6-12 credit hours in the arts and humanities. Students have six years to complete the degree from the date of acceptance into the program.

Doctor of Philosophy Degree

The Ph.D. program in art education gives students the opportunity to achieve a high level of scholarly competence and to develop the capacity to contribute to the field. It consists of a set of required foundational courses, a cohesive collection of courses and other educational experiences oriented to a particular aspect of the field, a candidacy examination, a dissertation, and a final oral examination. Students have five years to complete the Ph.D. requirements after passing the Candidacy Examination.

The particular aspect of the field studied by Ph.D. students is individualized and developed in consultation with a faculty advisor. It encompasses a reasonable breadth of study and knowledge of a specialty in the field. The program of study must be approved by the advisor and is subject to the rules of the Graduate Studies Committee and the Graduate School.

Timelines

The suggested timeline for a Master's is no longer than 2 years and for a Ph.D. it is 3 years. Master's students in Art Education must complete a minimum of 60 hours. The Master's of Arts Degree in Arts Policy and Administration requires 72 hours. Ph.D. students must complete 75 hours beyond the master's degree.

It is important to meet the deadlines as well as follow through in a timely manner with the department and other university offices for important events such as grade changes, paying fees, graduation, examinations, etc.

1. All forms pertaining to grade changes, graduation, and examinations must go through the Graduate Studies Coordinator to be copied after they are signed. The student is responsible for obtaining signatures.
2. The Graduate Studies Coordinator must be notified immediately by the student or the advisor if plans for graduation or an examination change in any way. This includes rescheduling exams and changing to end of quarter graduation.
3. The Graduate Studies Coordinator must be notified immediately by the student or the advisor if the makeup of the student's committee changes from the time of their candidacy exam to their final oral exam.
4. Students are responsible for obtaining all signatures. The Graduate School requires original signatures from the committee members.

Plans of Study

**MASTER OF ARTS IN ART EDUCATION
TEACHING LICENSURE**

**DEPARTMENT OF ART EDUCATION
THE OHIO STATE UNIVERSITY**

FOR BACHELOR OF ART EDUCATION GRADUATES
(CORE PROGRAM ALREADY COMPLETED)

Name:

FOUNDATIONS OF TEACHING ART (35 hrs) – Required for Licensure

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 689	Pre-Practicum Clinical Experience (5)			
AE 786	Teaching Practicum: Elementary (15)			
AE 787	Teaching Practicum: Intermediate or Secondary (15)			

ORIENTATION (5 hrs) – Required for M.A.

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 700	Issues in Graduate Study in Art Education (5)			

RESEARCH METHODS (5 hrs) – Required for M.A.

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 705	Overview of Research Methods in Art Education (5)			

**MASTER OF ARTS IN ART EDUCATION
POST DEGREE M.A. WITH LICENSURE**

**DEPARTMENT OF ART EDUCATION
THE OHIO STATE UNIVERSITY**

**FOR POST-DEGREE STUDENTS
(BEGINNING CORE PROGRAM AT THE GRADUATE LEVEL)**

Name:

FOUNDATIONS OF TEACHING ART (87 hrs) – Required For Licensure.

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 601	Curriculum Design for Art History (3)			
AE 603	History & Philosophy of Art Education (5)			
AE 604	Teaching of Studio Activities (5)			
AE 605	Social & Cultural Factors in Art Education (5)			
AE 607	Concepts in Planning Art Education (5)			
AE 608	Art Education for Children with Special Needs (5)			
AE 640	Critical Dialogue About Art & Aesthetics (3)			
AE 688.01	Clinical Experience: The Context of Schools (3)			
AE 688.02	Clinical Experience: Construction and Application of Curriculum (3)			
AE 688.03	Clinical Experience Investigating Instruction (3)			
AE 689	Pre-Practicum Clinical Experience (5)			
Ed P&L 812	American Schools and American Society (3)			
Ed P&L 880	Educ Psych: Cognition, Learning & Instruction (4)			
AE 786	Teaching Practicum: Elementary (15)			
AE 787	Teaching Practicum: Intermediate or Secondary (15)			

**MASTER OF ARTS IN ART EDUCATION
PLAN OF STUDY**

**DEPARTMENT OF ART EDUCATION
THE OHIO STATE UNIVERSITY**

Name:	Date:
Advisor:	
Area of Specialization:	
Qtr/Yr Enrolled:	Expected Qtr/Yr of Degree:

REQUIRED COURSEWORK

A. ORIENTATION (5 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 700	Issues in Graduate Study in Art Education (5)			

B. FOUNDATIONS OF ART EDUCATION (12-15 hrs)

Choose one course from at least 3 of the following 4 Content Areas

1. Social, Cultural, Political, and Community Dynamics
2. Knowledge Building and Application
3. Critical Thought, Reflection and Research Capacity Building
4. Policy, Practice, and Evaluation

1. Social, Cultural, Political, and Community Dynamics				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

2. Knowledge Building and Application				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

3. Critical Thought, Reflection, and Research Capacity Building				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

4. Policy, Practice, and Evaluation				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

C. RESEARCH METHODS (5 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 705	Overview of Research Methods in Art Education (5)			

D. AREA OF SPECIALIZATION (20-23 hrs)

Advisor approved courses not necessarily taken in the Department of Art Education

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

E. GUIDED ELECTIVES (10 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

F. THESIS (3-10 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

MINIMUM REQUIRED HOURS: 60**Total: _____**

Thesis Title:	
Student's Signature:	Date:
Tentative Plan Approval Date:	
Thesis Advisor's Signature:	
Finalized Plan Approval Date:	

Reactivation Policy

The Graduate School requires a departmental level decision about reactivation after two years of null registration. It makes it clear that reactivation is not automatically granted. The Department separately has a policy that requires the M.A. to be completed within six years of beginning. Students who exceed either of the limits (i.e., go two years without registration or do not complete their degree within six years) must petition the Graduate Studies Committee for reactivation. A reactivation is needed for teachers seeking continuing education courses as well. In making its decision, the department Graduate Committee considers the degree of sustained engagement with the field during the time of absence from the program and any extenuating considerations. It may decide to reactivate or deny reactivation. It may also decide that reactivation requires additional study of recent developments in the field.

I have read and understand this policy.

Signature

Date

**MASTER OF ARTS
MUSEUM EDUCATION STRAND
PLAN OF STUDY**

**DEPARTMENT OF ART EDUCATION
THE OHIO STATE UNIVERSITY**

Name:	Date:
Advisor:	
Qtr/Yr Enrolled:	Expected Qtr/Yr of Degree:

REQUIRED COURSEWORK

A. ORIENTATION (5 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 700	Issues in Graduate Study in Art Education (5)			

B. FOUNDATIONS OF ART EDUCATION (12-15 hrs)

Choose one course from at least 3 of the following 4 Content Areas:

1. Social Cultural, Political, and Community Dynamics
2. Knowledge Building and Application
3. Critical Thought, Reflection, and Research Capacity Building
4. Policy, Practice, and Evaluation

1. Social Cultural, Political, and Community Dynamics				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

2. Knowledge Building and Application				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

3. Critical Thought, Reflection, and Research Capacity Building				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

4. Policy, Practice, and Evaluation				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

C. RESEARCH METHODS (5 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 705	Overview of Research Methods in Art Education (5)			

D. MUSEUM SPECIALIZATION (20 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 704	Policy Perspectives on Arts Education (5)			
AE 735	Museum History (5)			
AE 745	Museums and Teaching (5)			
AE 748	Museum Education Practicum (5)			

E. INTERNSHIP (5-15 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
889.03	Internship Experience			

F. GUIDED ELECTIVES (10 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

G. THESIS (3-10 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
998	Research in Art Education: Thesis			

MINIMUM REQUIRED HOURS: 60**Total:** _____

Thesis Title:	
Student's Signature:	Date:
Tentative Plan Approval Date:	
Thesis Advisor's Signature:	
Finalized Plan Approval Date:	

Reactivation Policy

The Graduate School requires a departmental level decision about reactivation after two years of null registration. It makes it clear that reactivation is not automatically granted. The Department separately has a policy that requires the M.A. to be completed within six years of beginning. Students who exceed either of the limits (i.e., go two years without registration or do not complete their degree within six years) must petition the Graduate Studies Committee for reactivation. A reactivation is needed for teachers seeking continuing education courses as well. In making its decision, the department Graduate Committee considers the degree of sustained engagement with the field during the time of absence from the program and any extenuating considerations. It may decide to reactivate or deny reactivation. It may also decide that reactivation requires additional study of recent developments in the field.

I have read and understand this policy.

Signature

Date

**MASTER OF ARTS IN
ARTS POLICY & ADMINISTRATION
PLAN OF STUDY**

**DEPARTMENT OF ART EDUCATION
THE OHIO STATE UNIVERSITY**

Name:	Date:
Advisor:	Museum Education Strand (Y or N):
Qtr/Yr Enrolled:	Expected Qtr/Yr of Degree:

REQUIRED COURSEWORK

A. Foundations of Arts Policy and Administration (23 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 670	Public Policy and the Arts (5)*			
AE 672	Managing Cultural Policy Change (5 hrs)			
AE 673	Issues Across the Arts (3 hrs)			
AE 681	Arts/Cultural Institutions: Organizational Theory & Management Practice (5 hrs)			
AE 704	Policy Perspectives on Arts Education (5 hrs)			

* Indicates Gateway Course. Gateway Courses are foundational courses that must be completed before subsequent courses in a required series are taken.

B. Arts Policy and Administration Internship (4-16 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 889	Internship in Arts Policy & Administration			

C. Research Methods (5 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 705	Overview of Research Methods in Art Education (5)			

D. Policy Formulation, Implementation, Analysis and Evaluation (13 hrs) *

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
PPM 801	Public Policy Formulation and Implementation (5)**			
PPM 802 OR LAW 794	Legal Environment of Public Organizations (4) Nonprofit Organizations (3 sem. hrs)			
PPM 804	Public and Non-Profit Program Evaluation (4)			

* Students admitted to the APA program without having taken an introductory political science course must take Political Science 100 or 300 before beginning or concurrently with the first course in this sequence. Credit for these courses does not count toward earning a graduate degree or toward minimum quarter hour requirements.

** Indicates Gateway Course. Gateway Courses are foundational courses that must be completed before subsequent courses in a required series are taken.

E. Public Sector Economics and Fiscal Management (8-9 hrs) *

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
PPM 730 OR PPM 834	Public Finance (5) Public Budgeting (4)			
PPM 830	Economics of Public and Non-Profit Management (4)**			

* Students admitted to the APA program without having taken an introductory economics course must take Economics 200 before starting this sequence. Credit for these courses does not count toward earning a graduate degree or toward minimum quarter hour requirements.

** Indicates Gateway Course. Gateway Courses are foundational courses that must be completed before subsequent courses in a required series are taken.

F. Resource Management (8-9 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
PPM 810	Managing Public Organizations (4)			
PPM 811 OR AE 782	Leadership and Human Resources in Public Organizations (4) Non-Profit Arts Institution Governance and Board Leadership (5)			

G. Electives (6-12 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

H. Thesis Research (3-10 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 998	Thesis Research in Arts Policy and Administration			

MINIMUM REQUIRED HOURS: 72**Total: _____**

MUSEUM EDUCATION STRAND WITH APA PROGRAM

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 735	Museum History (5)			
AE 745	Museums and Teaching (5)			
AE 748	Museum Education Practicum (5)			

Total: _____

Thesis Title:	
Student's Signature:	Date:
Tentative Plan Approval Date:	
Thesis Advisor's Signature:	
Finalized Plan Approval Date:	

Reactivation Policy

The Graduate School requires a departmental level decision about reactivation after two years of null registration. It makes it clear that reactivation is not automatically granted. The Department separately has a policy that requires the M.A. to be completed within six years of beginning. Students who exceed either of the limits (i.e., go two years without registration or do not complete their degree within six years) must petition the Graduate Studies Committee for reactivation. A reactivation is needed for teachers seeking continuing education courses as well. In making its decision, the department Graduate Committee considers the degree of sustained engagement with the field during the time of absence from the program and any extenuating considerations. It may decide to reactivate or deny reactivation. It may also decide that reactivation requires additional study of recent developments in the field.

I have read and understand this policy.

 Signature

 Date

Ph.D. PLAN OF STUDY

**DEPARTMENT OF ART EDUCATION
THE OHIO STATE UNIVERSITY**

Name:	Date:
Advisor:	
Area of Specialization:	
Qtr/Yr Enrolled:	Expected Qtr/Yr of Degree:

REQUIRED COURSEWORK

A. INITIAL REQUIRED STUDIES (25 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 700	Issues in Graduate Study in Art Education			
AE 701OR AE 704	History of Art Education Policy Perspectives on Arts Education			
AE 703	Contemporary Theory and Art Education			
AE 705	Overview of Research Methods in Art Education			

B. BREADTH REQUIREMENTS (20 hrs)

At least one course is to be taken in each of the following four areas:

1. Social, Cultural, Political, and Community Dynamics
2. Knowledge Building and Application
3. Critical Thought, Reflection, and Research Capacity Building
4. Policy, Practice, and Evaluation

1. Social, Cultural, Political and Community Dynamics				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

2. Knowledge Building and Application				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

3. Critical Thought, Reflection, and Research Capacity Building				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

4. Policy, Practice, and Evaluation				
Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

C. RESEARCH METHODS (3 hrs)

Courses are to be selected in consultation with the faculty advisor.

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

D. AREA OF SPECIALIZATION (20 hrs)

Courses are to be selected in consultation with the faculty advisor.

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

E. PROPOSAL (3 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 809	Thesis and Dissertation Proposal Writing			

F. CANDIDACY EXAM (3 hrs)

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 893	Individual Studies			

Date Candidacy Exam Passed _____

G. DISSERTATION (6 hrs)

Writing of the dissertation in accordance with guidelines established by the Graduate School. The final oral exam based on the dissertation.

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

H. RESIDENCY REQUIREMENT

_____ A minimum of 45 graduate credit hours at The Ohio State University.

_____ A minimum of three out of four consecutive quarters with an enrollment of at least nine graduate credit hours per quarter at this university.

_____ Post Candidacy - A minimum of 6 credit hours over at least two quarters.

Ph.D. Coursework: 75
Hrs applied from M.A.: 45
MINIMUM REQUIRED HOURS: 120

Ph.D. Coursework: _____
Hrs from M.A.: 45
Total: _____

Dissertation Title:	
Student's Signature:	Date:
Tentative Plan Approval Date:	
Dissertation Advisor's Signature:	
Finalized Plan Approval Date:	

Reactivation Policy

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I have read and understand this policy.

 Signature

 Date

Art Education Graduate Foundation Courses

Social, Cultural, Political, and Community Dynamics

- 672 Managing Cultural Policy Change
- 693 Individual Studies
- 694 Group Studies
- 698 Study Tour
- 701 History of Art Education
- 715 Art Education as a Community Act: Developing Pedagogy for School-Community Collaboration through Art
- 735 Museum History
- 755 History, Politics and Practices of Visual Culture in Art Education
- 764 Investigating Material Culture
- 765 Contemporary Art and Art Education
- 767 Critical Analysis of Multicultural Art Education: Theory and Practice
- 768 Indigenous People and Visual Culture
- 775 Social and Cultural Theories in Art and Art Education
- 795 Seminar on Topical Issues in Art Education II
- 830 Seminar on Art History in Art Education
- 835 Visual Representations of LGBT Subjects
- 893 Individual Studies
- 894 Group Studies
- 998 Research in Art Education: Thesis
- 999 Research in Art Education: Dissertation

Knowledge Building and Application

- 671 Organizational Leadership in the Nonprofit Arts
- 673 Issues Across the Arts
- 683 Developing Arts Careers: Positioning Passion
- 693 Individual Studies
- 694 Group Studies
- 698 Study Tour
- 745 Museums and Teaching
- 781 Arts Participation, Cultural Literacy, and Audience Development
- 795 Seminar on Topical Issues in Art Education II
- 803 Critical Theory and Cultural Studies of Policy Research and Practice
- 807 Curriculum Problems in Art Education
- 893 Individual Studies
- 894 Group Studies
- 911 Research Problems in Art Education
- 998 Research in Art Education: Thesis
- 999 Research in Art Education: Dissertation

Critical Thought, Reflection, and Research Capacity Building

- 673 Issues Across the Arts
- 693 Individual Studies
- 694 Group Studies
- 698 Study Tour
- 700 Issues in Graduate Study in Art Education
- 703 Contemporary Theory and Art Education
- 705 Overview of Research Methods in Art Education
- 736 Museum Education Theory
- 767 Critical Analysis of Multicultural Art Education: Theory and Practice
- 795 Seminar on Topical Issues in Art Education II
- 805 Empirical Problems in Art Education
- 840 Criticism, Aesthetics, and Education
- 875 Social and Cultural Research Methods for Art Education
- 893 Individual Studies
- 809 Thesis and Dissertation Proposal Writing
- 998 Research in Art Education: Thesis
- 999 Research in Art Education: Dissertation

Policy, Practice, and Evaluation

- 670 Public Policy and the Arts
- 672 Managing Cultural Policy Change
- 693 Individual Studies
- 694 Group Studies
- 698 Study Tour
- 704 Policy Perspectives on Arts Education
- 731 Evaluation in Art Education
- 748 Museum Education Practicum
- 782 Nonprofit Arts Institution Governance and Board Leadership
- 795 Seminar on Topical Issues in Art Education II
- 889 Internship in Arts Administration
- 893 Individual Studies
- 894 Group Studies

Master's Degree

The Research Thesis

Students who choose the thesis option are required to conduct original research and submit a report of it in the written form of a thesis. The content and length of theses vary. Generally, they are between 60 and 100 pages. Topics range widely and may include current or past developments in the field, theoretical or empirical studies aimed at improving teaching or learning in art, and investigation of administrative or educational programs in art institutions, among other topics. The thesis must conform to Graduate School format requirements as described in the *Graduate School Guidelines for Preparing and Submitting Theses, Dissertations and D.M.A. Documents* (included in the Graduate School Handbook). This publication is available online at the Graduate School's website.

Thesis Proposal. Students should begin planning their thesis research with a faculty advisor in the **third or fourth** quarter of their program. Most advisors require students to submit a written thesis proposal for approval prior to beginning their research. The proposal should include the following:

- Description of the problem and/or purpose of the study, and related research questions;
- Background to the problem/study and significance of the project;
- Review of related research and theoretical framework;
- Proposed methodology and project schedule;
- List of references.

Students must submit a thesis draft to their committee a minimum of two weeks before the scheduled master's examination.

Master's Project (Non-Thesis)

A project requires the application of concepts met in the Master's program to an actual case. The heart of a project is the actual application of some art education ideas to a particular situation. The undertaking should grow out of the student's interests and the courses taken in the program. It should in some way integrate various elements of understandings acquired in working

for the degree. Students should make the choice of the topic for a project (or a thesis) early in their program and should do so in consultation with their advisor.

Examples of possible projects are:

Create a web page for a museum education program

Design and teach an integrated curriculum unit

Create and implement an authentic assessment of a teaching episode

In the final quarter, students should register for at least three hours of independent study credit with their advisor. This number may be greater if the advisor thinks it justified.

A written report of the project is required. It should include at least the following:

- an explanation and discussion of the educational ideas employed;
- a rationale for the goals of the project;
- an account of the implementation and of the reasons for the key choices; and
- reflection on the results achieved.

The written report should be turned in to the members of the student's Master's Committee (at least two persons). The Master's Committee will conduct an oral examination of one hour of the project and the written account of it. This oral exam will follow the rules set out in the Graduate School Handbook.

The Mostly Online Master's Project

A Reflective Practice Portfolio project begins with the first course and continues to grow with each course. The purpose of the portfolio is to document and reflect upon changes that occur in one's teaching practice and in one's beliefs and attitudes about art education as a result of participating in the masters program.

Documentation and reflection, both major components of the portfolio, could address:

1. beliefs and values
2. lesson and unit plan development
3. teaching practices
4. student work
5. physical environment

During the second year, students in the online program will respond to questions about changes in their teaching practice resulting that have resulted from the online program. The portfolio should function as a major resource in responding to these questions.

Credit Hours. M.A. students enroll in AE 998 while completing thesis research or project work. Up to 10 hours of AE 998 may be applied toward degree requirements, although many students choose to enroll in additional hours. The number of credit hours counted for work on the thesis or the project does not define the scope and quality of the project undertaken.

Master's Examination

The Master's Examination is scheduled by the student and the Master's Examination Committee after the final draft of the thesis or project has been submitted to committee members. Committee approval of the thesis or project draft is required before the student can schedule the oral examination. The primary focus of the examination is the student's thesis or project and related matters. However, the exam may also review any aspect of the student's knowledge of the field.

The examination is taken after the student submits the *Application to Graduate* form during the quarter in which graduation is planned. The student must register for at least three credit hours during the quarter this examination is taken and the quarter of graduation.

The Master's Examination Committee consists of the student's thesis or project advisor and at least one other qualified member of the graduate faculty. The Department encourages students to have a committee of three

members, with one member from outside the department. The examination is approximately one hour in length.

Students are considered to have completed the Master's Examination successfully only when the decision of the Master's Examination Committee is unanimously affirmative. Committee members indicate their judgment on the *Master's Examination Report* form, which must be submitted to the Graduate School no later than two weeks prior to commencement.

Committee members indicate approval of the thesis by signing the *Thesis Approval* form. This form must be submitted to the Graduate School no later than one week before commencement.

The Graduate School Handbook also provides specific rules and procedures regarding degree requirements. Students are responsible for knowing this information.

Doctoral Degree

Residency Requirement

Doctoral students must complete the following residency requirements after the master's degree has been earned or after the first 45 hours of graduate credit have been completed:

- Minimum of 45 graduate credit hours at this university
- Minimum of three out of four consecutive quarters with an enrollment of at least nine graduate credit hours per quarter at this university
- Minimum of 3 credit hours per quarter after passing the candidacy exam. Enrollment in summer quarter is optional.

Committee

The composition of the committee is:

- 1) the major advisor from the program area/division,
- 2) a second member from the program area/division,
- 3) two or one member(s) from the cognate or supporting area, and/or

4) a member from outside the department.

Students should select their doctoral committee in consultation with their advisor by the third or fourth quarter of enrollment. The doctoral committee responsibilities include:

- Planning and administering the Candidacy Exam
- Advising the student in the selection of course work
- Assisting in planning and conducting the research
- Supervising the writing of the dissertation, and conducting the dissertation defense

Candidacy Examination

The Candidacy Exam is a single exam consisting of two portions, one written and one oral, that is administered by the student's Advisory Committee under the auspices of the Graduate Studies Committee and the Graduate School.

The Advisory Committee consists of the student's regular advisor and three other graduate faculty members. The student may invite any eligible faculty to serve on his or her committee; however, the selection is usually made in consultation with the student's advisor. It is also a process of mutual consent, in that faculty members may decline to serve on a committee. The Graduate Studies Committee requires that the advisor be a regular faculty member in the Department of Art Education. It encourages but does not require students to seek at least one Advisory Committee member from outside the department.

The examination is scheduled after the student has completed the majority of the coursework and, in consultation with a faculty advisor, has prepared an acceptable proposal for dissertation research. The student's Advisory Committee meets to consider whether the dissertation proposal is satisfactory and to determine the candidacy exam questions and schedule. The student must be in good standing in the Graduate School and registered for at least three credit hours during the quarter(s) in which the Candidacy examination is taken.

Candidacy Exam Process

Students should refer to the Graduate School Handbook for general rules and responsibilities.

1. Prior to the Candidacy Exam, the student must complete a dissertation proposal and have it reviewed by all members of the advisory committee. The committee must approve the proposal before the exam is scheduled.
2. The advisory committee meets with the student to formulate the questions to be addressed in the written portion of the exam. The questions are focused upon the proposal and grounded in the doctoral program of studies; they direct the student's thinking about the dissertation topic to underlying issues and research methods. At the same meeting, the duration of the written portion of the examination and a tentative date for the oral portion of the exam will be determined.
3. After the student has passed the written portion of the exam, the student will submit a Notification of Doctoral Candidacy Exam form to the Graduate School a minimum of two weeks before the scheduled exam. A copy of the signed form should be provided to the Graduate Studies Coordinator.

Written Portion of the Candidacy Exam. The written part of the exam typically consists of questions that require the student to engage in research related to their proposed topic of study and cite references to answer them. Although a student may engage the services of an editor (for syntax and spelling) and/or typist to produce the manuscript copy, the content and structure of the student's responses must be the student's alone. The length of the written portion of the Candidacy Exam is generally not more than 20 pages per examination question.

The time frame for completing the written portion of the exam is negotiated with the committee and is limited to a maximum of ten weeks from the date questions are received by the student. Only under extenuating circumstances can a student petition the Graduate Studies Committee for an extension of

this time. Failure to complete the written portion of the examination by the deadline will result in the forfeiture of the Candidacy Exam. When an exam is forfeited, the advisor, with approval from the full Advisory Committee, applies to the Graduate School to withdraw the Notification of Candidacy Exam. The student must then begin the Candidacy Exam anew, beginning with selection of committee members, and a review of the proposal. There is no guarantee that the student's committee will be the same, that the same proposal will be accepted, or that the examination questions will be similar.

Should the student fail to complete the written portion of the examination, the Advisory Committee also has the option of concluding the exam with a decision of "unsatisfactory." The Graduate School Handbook details procedures for retaking the Candidacy Exam following such a decision.

Oral Portion of the Candidacy Exam. After completing and passing the written portion of the Candidacy Exam, an oral portion of approximately two hours in length is scheduled. The student must submit a Notification of Doctoral Candidacy Exam form to the Graduate School a minimum of two weeks before the scheduled exam.

The decision of the outcome of an exam is reached in the absence of the student. After discussion, a decision of satisfactory or unsatisfactory is reached by means of a vote. The student passes the Candidacy Exam successfully only if the decision of the Candidacy Exam Committee is unanimously affirmative. Each examiner indicates judgment by signing the Candidacy Exam Report form that must be submitted to the Graduate School. If the examination is judged unsatisfactory, the Candidacy Exam Committee must decide whether the student will be permitted to take a second Candidacy Exam. Rules for repeating a Candidacy Exam are outlined in the Graduate School Handbook.

Candidacy

Provided that the student is in good standing at the end of the quarter in which the Candidacy Exam is completed, passing the exam admits the student to candidacy for the doctoral degree. Admission to candidacy signifies that the student is prepared to undertake work on the dissertation. Once the student is a doctoral candidate, there is a five-year time limit for completing the dissertation and passing the Final Oral Examination.

The Dissertation

The dissertation is a scholarly contribution to knowledge in the student's area of specialization. By researching and writing a dissertation, the student is expected to demonstrate a high level of knowledge and the capability to function as an independent scholar.

Dissertation Proposal. The student selects a research problem in consultation with a faculty advisor. Some students begin this process during their first quarter of study while others wait until the second year.

The dissertation proposal is subject to approval, as explained above, first by the student's Candidacy Examination Committee. After the Examination is passed, the proposal must also be accepted by the Dissertation Committee. This committee is composed of the regular advisor and at least two other faculty members. Normally, the membership of the Dissertation Committee is identical with the student's Advisory Committee for the Candidacy Exam, although this is not required.

The proposal should minimally include the following:

- Description of the problem and/or purpose of the study, and related research questions,
- Background to the problem/study and significance of the project,
- Review of related research and theoretical framework,
- Proposed methodology and project schedule, and
- List of references.

Credit Hours for Dissertation Research. While working on the dissertation, students enroll in AE 999. Only 6 hours of AE 999 may be applied toward degree requirements but additional hours may be taken if necessary to complete the dissertation. The number of credit hours earned for work on the dissertation does not define the scope or the quality of the research undertaken.

Draft Approval. The student must submit a completed, typed final draft of the dissertation to the Dissertation Committee for review before the Final Oral Examination can be scheduled. This draft should be the final dissertation draft document, except for minor editorial changes which may follow review. Approval of the dissertation draft means that the Dissertation

Committee members judge it to be of sufficient merit to warrant holding the Final Oral Examination. Each Dissertation Committee member indicates approval of the dissertation draft by signing the *Draft Approval/Notification of Final Oral Examination* form. This form must be submitted to the Graduate School no later than two weeks before the date of the Final Oral Examination.

Format Review. The student must submit the completed, typed dissertation to the Graduate School for a format review at the time the Draft Approval form is submitted. The dissertation must conform to the Graduate School format requirements as described in the publication *Guidelines for Preparing and Submitting Theses, Dissertations, and D.M.A. Documents*, printed as part of the Graduate School Handbook, available on the Graduate School website.

Final Oral Examination

The Final Oral Examination is an approximately two-hour exam that tests knowledge, independence of thought, the ability to synthesize, interpret, and articulate ideas, and the quality of research presented. Its focus is the dissertation, although discussions may enter other areas relevant to the student's graduate study. The examiners often pursue lines of thought and argument arising from the data, or concepts that have contributed to the research.

The Final Oral Examination Committee is composed of the student's Dissertation Committee plus an appointed Graduate Faculty Representative. In addition to being a full participating and voting member of the Final Oral Examination Committee, the Graduate Faculty Representative reports their judgment of the fairness and quality of the examination to the Graduate School.

All members of the Final Oral Examination Committee must be present during the entire exam and are expected to participate in questioning, discussions and issuing their decision of the result. Other faculty members and graduate students may attend if permission is granted by the student and the Dissertation Committee; however, only the Final Oral Examination Committee members will be present for discussion of the student's performance and the decision of the outcome. After discussion, the

satisfactory/unsatisfactory decision is reached by means of a vote. The student is considered to have successfully completed the Final Oral Examination only if the decision of the committee is unanimously affirmative. If the examination is judged unsatisfactory, the Final Oral Examination Committee must decide whether the student will be permitted to take a second Final Oral Examination. This decision must conform to the rules of the Graduate School.

Final Copy of the Dissertation. Final approval of the student's dissertation cannot occur until the Final Oral Examination has been completed satisfactorily. Each Dissertation Committee member indicates approval by signing the *Final Dissertation Approval* form, which must be submitted to the Graduate School no later than one week before commencement along with the electronic submission of the dissertation.

Additional degree requirements are described in the Graduate School Handbook. Ph.D. students are responsible for acquainting themselves with these requirements.

Graduation Requirements & Procedures

By the end of the 5th week of the quarter, the Graduate School will email the department the Master's Examination and Master's Thesis Approval Forms. The Graduate Studies Coordinator prints the forms and places them in the advisors' mailboxes.

Although the Graduate Studies Coordinator sends a reminder each quarter to the listserv for graduating students to fill out the application to graduate, advisors also need to remind their advisees. Students must bring a copy of the signed Application to Graduate to the Coordinator before they turn it in to the Graduate School. The Coordinator will use the copy to verify that all applications to the Graduate School were received and processed.

At the beginning of each quarter, the Graduate Studies Coordinator conducts an information session for graduating students. It is strongly recommended that students attend this session. Instructions for graduation are below.

1. **Read the procedures.** Visit the Graduate School website to read about degree requirements, graduation procedures, Graduate School deadlines, fees, and Thesis/Dissertation guidelines.

Graduate School Handbook. <http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook/Handbook.pdf>

Graduate School Policies and Procedures. <http://www.gradsch.osu.edu/> click on “Policies and Procedures”

Graduate School Forms and Publications. <http://www.gradsch.osu.edu/> click on “Forms and Publications.”

Guidelines for preparing Theses, Dissertations, and D.M.A. Documents
<http://www.gradsch.ohio-state.edu/Depo/PDF/Guidelines.pdf>

2. **Tell the advisor.** All students should meet with their advisor just prior to or at the beginning of the quarter in which they plan to graduate. The student and advisor will go over the degree requirements, fill out the Application to Graduate form, and finalize the Plan of Study. They should also discuss what is expected of the students in the upcoming weeks.

3. **Register for at least 3 credit hours.** All students. Required by the Graduate School.

4. **Apply to graduate.** All students. The Application to Graduate is available on the Graduate School website or in the racks in the Art Education office.

Master’s students will check the “non-thesis” box if they are completing a project or reflective practice portfolio. The date for the candidacy exam should be left blank. The advisor AND reader should be listed.

Ph.D. students should list all members of their committee.

5. **Submit a copy of the completed application to graduate to the Department office.** All students.

6. **Submit a copy of the Plan of Study form to the Department office.** All students. This must be signed by your advisor.

7. Submit the Application to Graduate form to the Graduate School.

All students. The deadline to turn in the application to the Graduate School is the second Friday of the quarter.

8. Submit a draft of the Project/Thesis/Dissertation to each of the committee members. All students.

9. Schedule the exam. All students. Students will contact their committee members to schedule the exam. The conference room can be scheduled for this use by contacting the Art Education office. The exam must be held no later than the Wednesday two weeks before commencement.

10. Submit a Doctoral Draft Approval/Notification of Final Oral Examination form to the Graduate School. Ph.D. students only. Provide a copy of the signed form to the department office before turning it in to the Graduate School. The deadline is no later than 2 weeks before the final exam (defense). Late forms will result in changing the exam date. This form must be accompanied by a complete paper draft copy of the dissertation for a format review. The Graduate School will inform the student if corrections in the format are needed .

11. Provide a dissertation draft to the Graduate Faculty Representative. Ph.D. students only. The Graduate School will email the student, the committee members, and the Graduate Studies Coordinator the name of the representative at least one week before the defense. The student is responsible for providing a copy of the dissertation to the Graduate Faculty Representative. Master's students do not have a Graduate Faculty Representative at their exam.

12. Master's Examination Report Form (M.A.) or Final Oral Examination Report Form (Ph.D.) to the Department office. All students. This form is given to the student immediately after the examination. It must be signed by all members of the committee. Ph.D. students must also obtain the signature of the Graduate Faculty Representative. Submit a copy to the Department Office. Turn in the original to the Graduate School.

14. Make any necessary corrections to the project, thesis, or dissertation. All students.

15. Submit a copy of the Final Approval form to the Department office.

Master's thesis and Ph.D. students only. The student will receive a Final Approval form immediately after the examination from the advisor. If revisions to thesis or dissertation are necessary, the advisor will hold the form until the revisions are complete.

16. Submit the thesis or dissertation to the Graduate School with the Final Approval form.

M.A. thesis and Ph.D. students. Students will submit their thesis/dissertation electronically through **OhioLink** www.ohiolink.edu. The Graduate School will send an email notification if the document has been accepted.

17. Submit the Final Approval form to the Graduate School.

Master's thesis and Ph.D. students. After receipt of the email that the submission was accepted, students will take the final approval form to the Graduate School.

Master's students completing a Project do not have to submit a Final Approval form or the Project to the Graduate School.

18. Not attending commencement?

All students. Fill out a Commencement Absence Form and turn it in to the Graduate School.

19. End of Quarter.

Student who cannot finish their graduation requirements by the Wednesday two weeks before commencement can change to End of Quarter graduation. The deadline for End of Quarter is the day before the next quarter begins. The student can graduate the following quarter, but will not have to register for any credit hours. Students can request End of Quarter graduation by writing it on their Application to Graduate.

20. Change in plans.

If an Application to Graduate was submitted to the Graduate School and the student has a change in plans, they must notify the Graduate School, their advisor, and the Graduate Studies Coordinator.

Graduate Faculty

All faculty members in the Department with the rank of Professor, Associate Professor and Assistant Professor are members of the graduate faculty. In addition, there are several adjunct faculty members from other departments and universities who hold graduate faculty status in the Department. Membership is granted as Category M or P, as defined in the Graduate School Handbook. The functions allowed within each category are outlined below:

Category M

- Acts as the advisor for Master's students.
- Participates in the governance of graduate education at all levels within the University.
- Serves on doctoral examination committees at the discretion of the Graduate Studies Committee (but may not chair a doctoral committee).

Category P

- Acts as the advisor for Master's and Doctoral students.
- Participates in the governance of graduate education at all levels within the University.
- Serves on doctoral examination committees.
- Serves as a Graduate Faculty Representative on Final Oral Examinations.

The appropriate category level is determined by the faculty member's education and experience and by the functions the faculty member is expected to perform in the graduate program.

Category P appointments are made by the Graduate School. They require nomination from the departmental Graduate Studies Committee. Except in unusual cases, the following criteria are used in making Category P nominations:

- Education: Holds an earned Doctoral degree or equivalent.

- Teaching: Doctoral-level teaching here or elsewhere (700-level or above or equivalent).
- Advising: Service on Advisory, Candidacy Examination and Final Oral Examination Committees for no less than three Ph.D. students, here or elsewhere.
- Research: Evidence of a body of scholarship, as indicated by an average of two of the following per year over the past three years: books, chapters in books, monographs, principal authorship of peer-reviewed articles in professional journals and proceedings of professional organizations.

In the event evidence of scholarship does not meet the above-listed requirements, the Graduate Studies Committee may substitute items from the following list, when in the Committee's opinion these substitutions provide evidence of comparable scholarly achievement

- Research grant awards/proposals.
- Service as editor, on editorial boards, and/or as a reviewer for research proposals and/or papers to be delivered to professional meetings, including juried presentations and invited lectures.

**Graduate Faculty in Art Education
2009-2010**

Christine Ballengee Morris. Associate Professor; Ph.D., Pennsylvania State University, 1995; Category P. Graduate Studies Committee Chair. Specializations: cultural colonialism; social, political and cultural arts issues; critical cultural pedagogy and curriculum; American Indian Studies.

Vesta Daniel. Professor; Ed.D., University of Illinois-Urbana, 1976; Category P. Specializations: culturally and ethnically diverse curriculum development and infusion; issues of difference; community-based art education and service-learning.

Jennifer Eisenhauer. Assistant Professor, Ph.D., Pennsylvania State University, 2003; Category P. Specializations: visual culture and subjectivity; postmodern and poststructuralist approaches to history; disability studies; gender and girls studies; independent media.

Clayton Funk. Assistant Professor; Ed.D., Teachers College, Columbia University, 1990; Category M. Specializations: history of art education; cultural, social, and technological histories; relationships between curricula and dynamic web development; epistemology.

Karen Hutzel. Assistant Professor; Ph.D., Florida State University, 2005. Category M. Specializations: community arts, administration of arts education programming and development, community development, service-learning.

Wayne P. Lawson. Professor; Ph.D., The Ohio State University, 1973. Category M. Specializations: international programming and exchanges; public policy/state and local arts agencies and the arts; managing cultural change.

Jack Richardson. Assistant Professor, Ph.D., Newark Campus; Pennsylvania State University, 2002; Category M. Specializations: theories of space in visual culture and art education, philosophy in art education, contemporary art, art-based teaching as inquiry.

James H Sanders III. Assistant Professor; Ph.D., University of North Carolina at Greensboro, 1999; Category P. Director, Museum Education Strand. Specializations: American craft, community-based arts education; charter schools; non-profit arts administration; critical cultural pedagogy and curriculum; sexuality studies.

Georgianna (Sam) Short. Associate Professor; Ph.D., The Ohio State University, 1995; Category P. Specializations: material culture as text; pre-service and in-service art education.

Candace Stout. Professor; Ph.D., University of Missouri-Columbia, 1989; Category P. Specializations: issues in qualitative research; critical pedagogy; multicultural education.

Patricia Stuhr. Professor and Department Chairperson; Ph.D., University of Wisconsin-Madison, 1987; Category P. Specializations: social and cultural approaches to art; Native American artists; critical pedagogy and curriculum; multicultural education.

Kevin Tavin. Associate Professor; Ph.D., Pennsylvania State University, 2003; Category P. Undergraduate/Licensure Committee Chair. Specializations: visual culture; critical pedagogy; curriculum theory; cultural studies and the study of popular culture.

Sydney Walker. Associate Professor; Ph.D., Florida State University, 1992; Category P. Specializations: teaching art criticism; staff development.

Margaret Wyszomirski. Professor; Ph.D., Cornell University, 1979; Category P. Specializations: arts and cultural policy, creative industries, cultural diplomacy, arts advocacy, intellectual property and the arts, comparative cultural policy.

Professors Emeritus

Robert Arnold. Professor Emeritus; Ed.D., Indiana University, 1972; Category P. Specializations: contemporary art and art criticism.

Terry Barrett. Professor; Ph.D., The Ohio State University, 1983; Category P. Specializations: the teaching of art criticism and aesthetics; contemporary art; photography criticism and education; museum education.

Arthur Efland. Professor Emeritus; Ed.D., Stanford University, 1965; Category P. Specializations: history of art education; curriculum development and evaluation; student assessment.

Nancy MacGregor. Professor Emeritus; Ph.D., The Ohio State University, 1971; Category P. Specializations: curriculum and staff development; Discipline Based Arts Education; policy issues in art education.

Kenneth Marantz. Professor Emeritus; Ed.D., New York University, 1962; Category P. Specializations: art of the picturebook; international art education; politics of art.

Michael Parsons. Professor; Ph.D., University of Illinois; 1967; Specializations: aesthetics; cognitive approaches to art education; philosophy of education; the assessment of learning; integrated curriculum.

APPENDIX

POST-CANDIDACY REGISTRATION PERMISSION FORM

_____ has permission to take
Student Name

_____ credit hours in addition to the required minimum of 3 credit hours of Art Ed
999

during _____.
Quarter/Year

Reason (required info): _____

Advisor Signature

Date

PhD Student Checklist

- Schedule Proposal Meeting with your Candidacy Exam Committee
- Proposal Meeting – receive questions for written exam
- Turn in answers to committee members
- Schedule Candidacy Exam
- *Notification of Doctoral Candidacy Exam* (form) must be turned in to the Graduate School no later than 2 weeks before the exam
- Oral Candidacy Exam – continue with check list if you pass the exam
- Register for 3 credit hours of 999
 - Permission from the instructor, advisor, and the Department Chair is required in order to take more than 3 credit hours if you are a funded student.
 - Continuous enrollment of 3 credit hours per quarter is required of all post-candidacy doctoral students who started their PhD program autumn 2008 and after. Summer quarter is optional. The student must petition the graduate school if they want a leave of absence.
- Meet with your advisor to determine if you are ready to defend and graduate.
- Submit *Application to Graduate* (form) by the second Friday of the quarter.
- Schedule Final Oral Examination (Dissertation Defense)
- [*Doctoral Draft Approval/Notification of Final Oral Examination*](#) (form) must be turned in to the Graduate School no later than 2 weeks before the exam. The student is responsible for obtaining all signatures. This form is available from the Graduate School web site. At this time, you must also bring a complete, paper draft copy of your dissertation to the Graduate School for a format review.
- Obtain from the Graduate School the name of the Graduate Faculty Representative who has been assigned to your defense. In most cases, this information will be e-mailed to you at least one week before the defense.
- Deliver a copy of your dissertation to the representative as soon as you are notified.
- Once a Graduate Faculty Representative is assigned, the Graduate School will produce two forms: the *Final Oral Examination Report Form* (used to record the results of the defense) and the *Final*

- Approval Form* (used by the dissertation committee to approve the final dissertation). Both of these forms are mailed/delivered to your advisor. You will not receive these until after your exam.
- Final Oral Examination – continue with check list if you pass the exam
 - After the exam, have the committee (including the Grad. Rep.) sign the *Final Oral Examination Report Form*. In most cases your committee (not including the Grad. Rep.) will also sign the *Final Approval Form* at this time, but will hold the form until your advisor approves your revisions. Make a copy of the signed *Final Oral Examination Report Form* and give it to Kirsten Thomas. Take the original form to the Graduate School.
 - Make corrections to your dissertation. Once your dissertation committee approves the final copy, you are ready to convert your document to PDF format for electronic submission.
 - Submit your PDF document to OhioLINK (www.ohiolink.edu/etd). As part of the OhioLINK submission you will also be required to submit a version of your abstract that is 350 words or less. This requirement does not impact the length of the abstract in your actual dissertation. Don't forget to press the button "submit my paper now" before you exit the OhioLINK website.
 - Look for an e-mail from Graduate School about the submission of your document. Usually, within a few hours of your submission the Graduate School will either:
 - a) Notify you that your document has formatting problems that need to be corrected, in which case you make the corrections.

OR

 - b) Notify you by email that your document has been accepted.
 - Bring to the Graduate School the following items:
 - Make a copy of your signed *Final Approval Form* and give it to Kirsten Thomas
 - Survey of Earned Doctorates (optional) The Graduate School will give you the survey when you submit your draft to the Graduate School for the format review.
 - *Commencement Absence Form* (if applicable)
 - *Petition to Delay Dissemination of Dissertation Form* (if applicable)

Fees for microfilm processing (\$70) and doctoral hood (\$65, applicable only if attending commencement). Check or money order only.