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The Department of Art Education

Bachelor of Art Education & Master of Arts with Licensure



Information, Handbook, & Application

February 2009

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Introduction & Overview

The purpose of the packet is to provide information, application materials, and contact particulars for the Bachelor of Art Education. This packet contains information on requirements, guidelines, and procedures for application, matriculation, Licensure, and completion of the BAE. This information is operative beginning winter 2009.

The Department of Art Education at The Ohio State University (OSU) focuses on the areas of art education and arts policy research and development for teachers, researchers, and policy-makers. It is ranked number one nationally and internationally at the graduate level for its leadership in art teacher education, graduate programs, and quality of theoretical and research presentations and publications by faculty members, and is accredited by the National Association of Schools of Art and Design (NASAD) and the National Council for the Accreditation of Teacher Education (NCATE).

The Bachelor of Art Education (**BAE**) is an undergraduate degree designed for students who intend to become art educators in P-12 (pre-kindergarten through 12th grade) schools. Admission to this program is by application and portfolio review only. Reviews are done once a year in April. Typically the program admits 25 students a year. All graduates receive the Bachelor of Art Education degree. While students interested in art education outside of P-12 may apply to the BAE program, current teaching shortages compel the department to preference students' intent on teaching in schools. Students interested in *Multi-Age, P-12 Two Year Provisional Teaching License in the Area of Visual Arts for the State of Ohio* must apply to the Master of Arts (**MA**) with Licensure program for a further year's study.

Entrance into the BAE program through the Department of Art Education is competitive. Students may apply in their sophomore or junior year. Students will start the Art Education Core program only in their senior year. To be eligible for review, students must complete the following criteria:

- To ensure compliance and have a credit check completed follow the requirements of the BAE program and complete a consultation with an Arts Advisor through the College of the Arts & Sciences Advising and Academic Services Office, Room 050 Denney Hall (614.292.2244) (artsadvising@osu.edu)
- Successfully complete *Introduction to Art Education* (Art Ed 225) with a grade of B or better
- Successfully complete "First Year English Composition" with a grade of C or better
- Have no more than the following number of **unfulfilled** GEC, Educational Studies, or Art credits (non-art education courses):
 - 15 credits** (unfulfilled at the start of the Core program) if applying as a junior (to begin the subsequent autumn quarter)
 - 60 credits** (unfulfilled at the time of application) if applying as a sophomore (to be deferred until the senior year)
- Have a minimum overall grade point average of 3.0 or better including transfer credit (have combined GPA determined by Arts Advising).
- Have all transcripts of prior coursework outside of OSU evaluated by Admissions and all transferred coursework evaluated and registered on the OSU transcript.

These requirements are the minimum for application to the program.

The Department of Art Education and Educator Preparation Unit **Mission Statements**

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.

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 P-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 John Glenn School of Public Affairs; 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 mission of the educator preparation unit* of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing student learning across all P-12 school age and demographic groups .

*The programs across the institution (College of The Arts, College of Education and Human Ecology; College of Food, Agriculture & Environmental Sciences; College of Social & Behavioral Sciences and College of Social Work) that prepare individuals to work in P-12 settings.

Framework and List of Outcomes for the Art Education Licensure Program

The following 4 categories, their descriptions, and the related outcomes are used to assess the students in the art education licensure programs (across the BAE and MA with Licensure), from entrance to completion.*

I. Socio-cultural Context and Community:

Description of the category

- The context of social, cultural, economic and political realities as related to self, community and world.
- The relationship between cultural diversity and student learning, including how cultural diversity can afford particular opportunities for the exploration of multiple perspectives.
- Teaching and learning are affected by access to the development and exchange of new media and electronic information.
- Teaching and learning is multi-modal, a life long process, and occurs both inside and outside the context of schools.

Related Outcomes

The art teacher candidate will

1. Develop an understanding of the relationship between socio-cultural diversity and student learning, including aspects of identity such as ability, age, class, gender, race, and sexuality.
2. Demonstrate a global understanding of visual culture as reflected in diverse traditions, contemporary art, and visual culture.
3. Recognize the ways in which learning occurs in multiple communities, and individual and traditional school settings.

II. Knowledge and Experience:

Description of the category

- Theoretical and practical knowledge related to communications, literature, mathematics, science, history, philosophy, and social sciences from transcultural perspectives.
- Content knowledge, including perspectives on social theory, new media and information technology, art theory, art history, visual culture, art production, and art education that support democratic learning and critical practices.
- Methods, resources, technology, and materials for designing and implementing instruction based on pedagogical content knowledge, student needs, and curricular goals.
- Multiple forms of assessment, such as group critique, student self-evaluation and rubrics, and teacher candidate self-evaluation to support active learning.

*Inspired by The School of the Art Institute of Chicago's Art Education Conceptual Framework.

Related Outcomes

The art teacher candidate will

1. Utilize curricular theories in developing art education content and instruction.
2. Employ ways of knowing derived from art criticism, artmaking, contextual methodologies, philosophical questioning, and socio-cultural perspectives.
3. Utilize constructivist theory and employ democratic approaches to teaching and learning.
4. Approach technology as both a tool and as a discourse that embodies emergent ways of conceptualizing contemporary culture.

III. Critical Thought and Reflection:

Description of the category

- Strong foundation in theoretical and conceptual frameworks that integrate research, reflection, technology, and practice.
- The importance of teacher as researcher. Critical questioning of teacher thinking.
- Multiple frames of reference to help conceptualize his/her own positionality in relationship to students, schools, communities, and the professional field.
- Creates strategies and solutions in relation to critical thought and reflection.

Related Outcomes

The art teacher candidate will

1. Value the diversity of perspectives through the development of abilities to critically engage one's thinking.
2. Utilize research as a way through which to employ self-reflexivity in pedagogical contexts.

IV. Practice and Evaluation:

Description of the category

- Instructional strategies including new media and information technology encourage students' development of critical thinking, problem solving, and performance skills.
- Effective communication skills with parents, students, colleagues, and the public in general.
- Adjustments to instruction when appropriate.
- Collecting and analyzing data to improve teaching and learning.

Related Outcomes

The art teacher candidate will

1. Use a variety of instructional strategies and contemporary curricular approaches including technology to encourage students' development as critical thinkers.
2. Recognize the ways in which teaching practices vary in different school and community settings.

Six Steps to the BAE

Prior to gaining entrance into the BAE Program through the Department of Art Education, you must

- **First, apply and be accepted to The Ohio State University (OSU).** See <http://undergrad.osu.edu/> and select BFA (starting in 2009) or BA and pre-art education as your major. Attend an orientation meeting through the College of the Arts & Sciences Advising and Academic Services Office.
- **Second, schedule and complete a consultation with an Arts Advisor through the College of the Arts & Sciences Advising and Academic Services Office at the earliest possible date.** Make sure you know and understand the requirements for the BAE. A meeting with the chair of the Art Education Undergraduate and Licensure Committee is also recommended. If you have transfer credits, consult Arts Advising for GECs, the Art Department for studio classes, and Art Education for major classes. See <http://www.ureg.ohiostate.edu/ourweb/TransferCredit/indextransCred.html>.
- **Third, follow the requirements of the BFA (starting in 2009) and BAE program,** including the first year foundations art program and GEC requirements as outlined in this document and as directed by an Arts Advisor. (Please note that students who have transferred to OSU with studio art credits from another institution will need to arrange an interview with the *Department of Art* Faculty member responsible for evaluating deferred credits. All transfer credit evaluations must be completed prior to applying to the BAE program.
- **Fourth, as you move forward in the BFA program, gather together your application and portfolio materials for the BAE application.** You may apply to the BAE program as a sophomore or junior. If you apply as a sophomore and are accepted, you will be deferred until your senior year. If you apply as a junior and are accepted, you will begin the first autumn quarter of your senior year. In preparation for application, have the BAE check-sheet completed, signed, and dated by an Arts Advisor. Students who attended institutions other than OSU must meet with an Arts Advisor to determine their combined GPA.
- **Fifth, apply to the BAE program through the Department of Art Education.** Applications are due April 1. See Admissions Criteria and Deadlines and BAE application materials in this handbook.
- **Sixth, you will be notified of the decision by the Art Education Undergraduate and Licensure Committee in early to mid-spring quarter.** If you are not accepted into the BAE program, you may continue with the BFA or BA program (see an arts advisor for program requirements). You may also reapply to the BAE in the following year. In either case, you should see an Arts Advisor.

Please note: It is important to keep your GPA above a 3.0. Students with lower than a 3.0 GPA are not competitive. For best consideration in review, you should aim far higher than a 3.0, since the average. For admittance into the MA with Licensure program, you must have a minimum GPA of 3.0

BAE Curriculum Overview (for students who entered OSU prior to autumn 2008)

Basic		1 Quarter Hour
	Arts College Survey	1 quarter hour
Art		55 Quarter Hours
	Art 200: Concepts and Issues	2 quarter hours
	Art 205: Beginning Drawing	5 quarter hours
	Art 206: 2-D	5 quarter hours
	Art 207: 3-D	5 quarter hours
	Art 208: Real/Recorded Time	3 quarter hours
	Art 300.01 or 300.02: Introduction to Photography Or Art 375: Introduction to Printmaking	5 quarter hours
	Art 373: Painting	5 quarter hours
	Art 307: Beginning Sculpture	5 quarter hours
	Art 340 or 342: Introduction to Ceramics	5 quarter hours
	Art 350 or Art Elective	5 quarter hours
	Art Elective	5 quarter hours
	Art Elective	5 quarter hours
Art Education Prerequisites		10 Quarter Hours
	Art Education 252: Introduction to the Computer in the Visual Arts	5 quarter hours
	Art Education 225: Introduction to Art Education	5 quarter hours
General Education Curriculum		70 Quarter Hours
	English 110	5 quarter hours
	Art Education 367.01 or 367.03	5 quarter hours
	Math	5 quarter hours
	Data Analysis	5 quarter hours
	Sequence of 2 Biological or Physical Sciences	10 quarter hours
	Biological or Physical Science Elective	5 quarter hours
	Psychology 100	5 quarter hours
	Two Social Science Electives	10 quarter hours
	History of Art: Western	5 quarter hours
	History of Art: Non-Western	5 quarter hours
	Literature	5 quarter hours
	Art Education 160: Art & Music since 1945 or Art Education 255: Engaging Visuality	5 quarter hours
EDUCATIONAL STUDIES		10 Quarter Hours
	Educational Policy & Leadership 306.07: School and Society	5 quarter hours
	Educational Policy & Leadership 309.07: Psychological Perspectives on Education	5 quarter hours
ART EDUCATION CORE & CLINICAL		45 Quarter Hours
	Art Education 601: Conceptual Process for Visual Culture as Curricula	3 quarter hours
	Art Education 603: History and Philosophy of Art Education	5 quarter hours
	Art Education 604: Teaching of Studio Activities	5 quarter hours
	Art Education 605: Social and Cultural Factors in Art Education	5 quarter hours
	Art Education 607: Concepts in Planning Art Education	5 quarter hours
	Art Education 608: Art Education for Children with Special Needs	5 quarter hours
	Art Education 631: Assessment in Art Education	3 quarter hours
	SEE ARTS ADVISOR REGARDING THIS COURSE	
	Art Education 640: Critical Dialogue about Art SEE ARTS ADVISOR REGARDING THIS COURSE	5 quarter hours
	Art Education 688.01: Clinical Experience: The Context of Schools	3 quarter hours
	Art Education 688.02: Clinical Experience: Construction and Application of Curriculum	3 quarter hours
	Art Education 688.03: Clinical Experience: Investigating Instruction	3 quarter hours
	TOTAL: 191 Quarter Hours	

Note: General Education Curriculum (GEC) requirements for the BAE and other undergraduate programs are listed in the GEC Course List. Students should consult this list with counsel from Arts Advising to determine specific GEC courses (i.e., Math, Literature, Science, etc.).

BAE Curriculum Overview (for students entering OSU autumn 2008 or beyond)

Basic		1 Quarter Hour
	Arts College Survey	1 quarter hour
Art		55 Quarter Hours
	Art 200: Concepts and Issues	2 quarter hours
	Art 205: Beginning Drawing	5 quarter hours
	Art 206: 2-D	5 quarter hours
	Art 207: 3-D	5 quarter hours
	Art 208: Real/Recorded Time	3 quarter hours
	Art 300.01 or 300.02: Introduction to Photography Or Art 375: Introduction to Printmaking	5 quarter hours
	Art 373: Painting	5 quarter hours
	Art 307: Beginning Sculpture	5 quarter hours
	Art 340 or 342: Introduction to Ceramics	5 quarter hours
	Art Elective	5 quarter hours
	Art Elective	5 quarter hours
	Art Elective	5 quarter hours
Art Education Prerequisites		10 Quarter Hours
	Art Education 252: Introduction to the Computer in the Visual Arts	5 quarter hours
	Art Education 225: Introduction to Art Education	5 quarter hours
General Education Curriculum		65 Quarter Hours
	English 110	5 quarter hours
	Art Education 367.01 or 367.03	5 quarter hours
	Math	5 quarter hours
	Data Analysis	5 quarter hours
	Sequence of 2 Biological or Physical Sciences	10 quarter hours
	Biological or Physical Science Elective	5 quarter hours
	Psychology 100	5 quarter hours
	Social Science Elective	5 quarter hours
	History of Art: Western	5 quarter hours
	History of Art: Non-Western	5 quarter hours
	Literature	5 quarter hours
	Art Education 160: Art & Music since 1945 or Art Education 255: Engaging Visuality	5 quarter hours
EDUCATIONAL STUDIES		10 Quarter Hours
	Educational Policy & Leadership 306.07: School and Society	5 quarter hours
	Educational Policy & Leadership 309.07: Psychological Perspectives on Education	5 quarter hours
ART EDUCATION CORE & CLINICAL		40 Quarter Hours
	Art Education 601: Conceptual Process for Visual Culture as Curricula	3 quarter hours
	Art Education 603: History and Philosophy of Art Education	5 quarter hours
	Art Education 604: Teaching of Studio Activities	5 quarter hours
	Art Education 605: Social and Cultural Factors in Art Education	5 quarter hours
	Art Education 607: Concepts in Planning Art Education	5 quarter hours
	Art Education 608: Art Education for Children with Special Needs	5 quarter hours
	Art Education 640: Critical Dialogue about Art	3 quarter hours
	Art Education 688.01: Clinical Experience: The Context of Schools	3 quarter hours
	Art Education 688.02: Clinical Experience: Construction and Application of Curriculum	3 quarter hours
	Art Education 688.03: Clinical Experience: Investigating Instruction	3 quarter hours
		TOTAL: 181 Quarter Hours

Note: General Education Curriculum (GEC) requirements for the BAE and other undergraduate programs are listed in the *GEC Course List*. Students should consult this list with counsel from Arts Advising to determine specific GEC courses (i.e., Math, Literature, Science, etc.).

Core BAE Course and Clinical Sequence

The **Core** experience is during the final year of study toward the BAE. Students take a number of art education courses and engage in clinical experiences. The Core experience is intensive study in art education where students explore issues, practices, and ideas through such actions as extensive reading and writing, studio and creative production, discussion, presentations, technology-based assignments, and field observations. The Core is a rigorous academic and professional program that utilizes constructivist learning and emphasizes critical consciousness, with high expectations in regard to student performance and participation.

Autumn Quarter

In the autumn quarter, students will begin the process of examining the many factors that impact our understanding of visual culture, art education, and teaching. Students will learn to understand artmaking as an engagement with ideas, the artmaking process as a means for exploring and expressing such ideas, and artmaking instruction as informed by these aims. Students' learn how to apply art theory to learners of all ages. In particular, students' learn how to lead children and youth in talking and writing about art. Students will explore the interrelationship of social and cultural issues and their impact on the construction of democratic spaces of learning and diverse teaching practices. In the first clinical experience, the teacher candidate will have a sustained experience in urban, suburban, and/or rural field-based school settings. Field observations concentrate on the following areas: how schools are run, professional and ethical conduct, interactions with students, characteristics of children, instructional analysis, reflective practices, and the importance of life-long learning.

Winter Quarter

The winter quarter course content synthesizes learning from the previous quarter's, socio-cultural, artmaking, and art theory concepts. *Concepts in Planning Art Education* covers art education curriculum development that emphasizes constructivist learning, critical consciousness, and application to diverse multi-age populations. Students learn about theories of visual culture and critically examine the conceptual processes for visual culture in art education curricula. With a specific focus on P-12 classroom experience, students' investigate how to think about visuality in a critical manner and how to approach different popular cultural forms as texts of learning. *Art Education for Children with Special Needs* investigates aspects of teaching art to special needs students in inclusive settings and includes issues of diversity, professional advocacy, and teaching strategies. The field-based experience serves as a backdrop for curriculum development, assessment, and engaging all children.

Spring Quarter

During the third and final quarter of the Core program, students will build on their understanding of children, youth, schooling, society, and history by learning about art theory and visual culture, and continuing with field experiences. Students will explore histories of art education in relation to histories of cultural transmission and their influences on art education, social policy, and politics in the United States. It is expected that during the third quarter, students' further expand their subject matter content, develop instructional units, and deliver them in authentic settings. Students have a sustained field-based experience at an educational setting. Students focus on a specific grade level, develop an instructional unit and have an opportunity to teach. Students are expected to continue with reflective practices and make contributions to their professional portfolio.

Core Art Education Course Descriptions

Listed below are the Core courses in art education and their descriptions. All of the Core Art Education courses are required for the BAE and the Post-Degree, MA with Licensure. All courses are available at OSU, but not every quarter.

Art Education 601: Conceptual Processes for Visual Culture as Curricula (3 hrs.)

- The purpose of this course is to critically examine the connections between, and the conceptual processes for, visual culture, art history, and art education curricula, with a specific focus on P-12 classroom experience. Students build upon their prior experiences with, and explore new ways to think about, artworks and other forms of visual culture in and as curricula. By navigating through some of the discourse on visual culture and art history in the field, students may be better able to understand and utilize theories of visual culture in art education for their own pedagogical practices.

Art Education 603: History and Philosophy of Art Education (5 hrs.)

- This course is an overview of histories of art education in relation to intellectual, cultural, and social histories that provide narratives of the practices of cultural transmission, which we consider to be education broadly defined, in the United States. We will critique events and individuals who influenced politics and social policies that also influenced traditions of art education.

Art Education 604: Teaching of Studio Activities (5 hrs.)

- The primary goal of this course is to present artmaking as an engagement with ideas. In the course, we study the artmaking process through the work of contemporary professional artists, not with the intent of mimicking their work, but to analyze their artmaking process for methods, strategies, and ways of working and thinking that will enhance student artmaking. For a more complete understanding of this approach, how it has emerged from previous art education approaches to artmaking, and relates to contemporary education trends, consult the introduction to the course text, *Teaching Meaning in Artmaking*.

Art Education 605: Social and Cultural Factors in Art Education (5 hrs.)

- This course explores the interrelationship of social and cultural issues, curriculum content, philosophies of teaching, and the construction of democratic spaces of learning. Through a simultaneous exploration of contemporary visual texts (including art and popular culture), art criticism and educational and critical theory, this course emphasizes not only questions related to content in the art classroom, but also how social and cultural issues inform the construction of diverse teaching practices.

Art Education 607: Concepts in Planning Art Education (5 hrs.)

- This course uses a cognitive approach to curriculum development in art education for multi-age populations. Students will examine the State of Ohio's Content Standards for Visual Arts (approved December, 2003) in depth and develop yearlong and unit/lesson plans meeting or exceeding those standards. Students will write cognitive learning objectives and employ teaching strategies to meet the needs of diverse populations. Students will also explore the professional responsibility of art educators to governing bodies influencing curriculum.

Art Education 608: Art Education for Children with Special Needs (5 hrs.)

- The purpose of this course is to investigate aspects of teaching art to special needs students in inclusive settings. This course will include background information, definitions (and interpretations), current practices in the pre-K-12 settings as well as considerations for higher education. The course content will also include issues of diversity, professional advocacy, and teaching strategies.

Art Education 640: Critical Dialogue about Art (3 hrs.)

- This course is about teaching art criticism and aesthetics to learners of all ages. In the course we will read about criticism and aesthetics, and practice talking and writing critically and philosophically about art. Most importantly, we will learn to lead others in talking and writing about art and the philosophical questions it raises.

Art Education 688.01: Clinical Experience: The Context of Schools (3 hrs)

- This is a required introductory, field-based experience that will take place at urban, suburban, and/or rural school settings. Emphasis is placed on the P-12 levels. Students will be immersed in the whole school context. Students will focus on how schools are run, professional and ethical developmental characteristics of children, instructional analysis, and the importance of life-long learning. Reflective practices are introduced and research is used to ground observations in and interactions with the field-based settings.

Art Education 688.02: Clinical Experience: Construction and Application of Curriculum (3 hrs.)

- This second field-based experience is expected to serve as a backdrop to the theoretical content being delivered in the second quarter of the core courses. The art teacher candidate will come to the second quarter with some experience in the real world of schools and will have first-hand knowledge of teaching practices and various student populations and communities. The art teacher candidate will have some experience in writing instructional plans.

Art Education 688.03: Clinical Experience: Investigating Instruction (3 hrs.)

- Students conduct school-based observations during this course. A particular emphasis is placed on the "actions" of art teachers, effective questioning strategies, and the components of effective teaching and planning. The student will design an instructional unit that contains assessment strategies and is designed to engage the learner in an active sense. The student will teach from the unit they have created and use reflective practices to analyze the teaching performance. NCATE assessments will be conducted during this course. The field-based art teacher, the teacher

candidate, and the instructor for this course will submit NCATE evaluations through an electronic format.

In addition to Core art education courses, the following two courses in Educational Policy and Leadership are required for the BAE leading toward Licensure:

ED P&L #309.7: Psychological Perspectives on Education (5 hrs.)

- Examination of research, theory, and practice pertaining to important aspects of learning and teaching; the nature of learners, cognition, problem solving, motivation, teaching approaches, and assessment.

ED P&L 306.07: School and Society (5 hrs.)

- Use of concepts and methods of history, philosophy, and the social sciences to grasp the interrelationship between society and education.

The Art Education course descriptions above are appropriated from course syllabi. For OSU catalog descriptions, see <http://buckeyelink2.osu.edu/cbulletin>

MA with Licensure Overview

Students pursuing a *Multi-Age, P-12 Two Year Provisional Teaching License in the Area of Visual Arts for the State of Ohio* must apply to the Master of Arts in Art Education (**MA**) program and complete a minimum of one year's study. BAE students must apply to the Graduate School no later than the beginning of the last quarter of their BAE studies. Early application is advised.

Once accepted into the MA with Licensure program, students will be assigned a contact advisor. Students should meet with their contact advisor to discuss coursework or other requirements. Students should also choose a thesis advisor (may be the same as the contact advisor) as soon as possible. Students will work closely with their thesis advisor to determine additional coursework, research, and thesis or non-thesis project topic and plan of action.

The first year of coursework in the MA with Licensure includes Pre-Practicum experience (5 hrs.), Teaching Practicum in the Elementary School (15 hrs.), and Teaching Practicum in the Intermediate or Secondary School (15 hrs.). The total number of credits beyond the BAE degree required for Licensure is 35 hrs. Successful completion of the 35 hrs DOES NOT constitute completion of the MA. An additional 28-35 credit hours is required as well as successful completion of a master's thesis or non-thesis (project).

The total number of credits required for the MA with Licensure is 63-70 hours (see MA with Licensure Program Plan). Some students choose to begin teaching art P-12 and then return to OSU to complete their thesis or project work. Other students continue in the program to fulfill all the MA requirements. Either way, completion of the Licensure portion of the degree does not constitute completion of the MA degree.

Reactivation Policy

Students considering returning to OSU after Licensure to finish the MA should be aware of the following policy.

The Graduate School requires a departmental level decision about reactivation after two quarters of null registration. It makes it clear that reactivation is not automatically granted. The Department separately has a policy that requires the MA to be completed within six years of beginning. Students who exceed either of the limits (i.e., go two quarters without registration or do not complete their degree within six years) must petition the Art Education Graduate Studies Committee for reactivation. In making its decision, the Department Graduate Committee will consider 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.

Other graduate student policies, guidelines, and responsibilities, including information on the thesis and the master's project can be found in the Art Education Graduate Student Handbook.

MA with Licensure Required Courses

Listed below are the MA with Licensure required courses and their descriptions. The first set of courses is required for Licensure and the second set required for the MA degree. The second set includes 15 credit hours in guided electives and 3-10 credit hours in *Research in Art Education*, for thesis or non-thesis. All of the courses are required for the MA with Licensure. All courses are available at OSU but not every quarter.

Required for Licensure

Art Education 689: Pre-Practicum Clinical Experience (5 hrs.)

- This pre-practicum course takes place prior to the two practicum experiences. In this course the student has direct contact with both of their practicum sites and cooperating teachers. The student is expected to work collaboratively with each cooperating teacher to develop a unit of instruction. The student will teach the unit and receive feedback from the cooperating teacher as well as the university supervisor. The student will maintain a professional portfolio throughout this course.

Art Education 786: Teaching Practicum: Elementary (15 hrs.)

- Field-based teaching practicum at the pre-kindergarten through elementary levels.

Art Education 787: Teaching Practicum: Intermediate or Secondary (15 hrs.)

- Field-based teaching practicum at the intermediate through secondary levels.

Required for MA

Art Education 700: Issues in Graduate Study in Art Education (5 hrs.)

- Review of analytical reading and writing; overview of topics in thesis and dissertation research; graduate faculty research; national and international issues; university resources and policies.

Art Education 705: Overview of Research Methods in Art Education (5 hrs.)

- Introduction to a wide range of methods applicable to art education research problems, including historical, philosophical, ethnographic, survey, experimental, and case study methods.

Art Education 998: Research in Art Education (3-10 hrs.)

- Thesis work

Guided Electives (15 hrs)

- Selected in consultation with the master's advisor. See current graduate course offerings in Art Education

MA With Licensure Program Plan*

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

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

ORIENTATION (5 hrs) – Required for MA

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

RESEARCH METHODS (5 hrs) – Required for MA

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

GUIDED ELECTIVES (15 hrs) – Required for M.A. Selected in consultation with advisor.

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs

FINAL PROJECT or THESIS (3-10 hrs) – Required for MA. Content and structure are determined in consultation with the Master's advisor.

Course #	Course Title	Qtr/Yr Taken	Grade	Hrs
AE 998	Research in Art Education (3-10 hrs)			

Licensure beyond BAE 35 hrs

MA requirements 28-35 hrs

Minimum for Lic. + MA 63 hrs

*PLEASE NOTE: THESE ARE NOT THE SAME PROGRAM REQUIREMENTS FOR STUDENTS WITHOUT A BAE FROM OSU.

Pre-Practicum and Teaching Practicums in the MA with Licensure

During the first year of the MA with Licensure, students engage in the final part of the internship process. During the first quarter the art teacher candidate is enrolled in Art Education 689: Practicum Clinical Experience. There are two components to this course: Guided Instruction and Field-based Applications.

In this course students will participate in twelve university-based class sessions and eight field-based sessions. The purpose of the field-based component is to give the art teacher candidate an opportunity to interface with the school contexts where they will be completing their practicum teaching. This will involve pre-kindergarten through grade twelve student populations. In this the student is introduced to their practicum sites and cooperating teachers. The student will spend time creating units of instruction for each site and will have an opportunity to teach portions of their unit in their respective practicum sites. The student will receive feedback on their instruction and will use this information along with reflective practices to refine their instruction.

Subsequent to Art Education 689, students will be involved in two teaching practicums: Art Education #786: Teaching Practicum: Pre-kindergarten through Elementary Levels (15 graduate quarter hours) and Art Education course #787: Teaching Practicum: Intermediate through Secondary Levels (15 graduate quarter hours). Each practicum is ten weeks long. This is a sustained field-based opportunity that is focused. Practicum sites are diverse in their student populations, programming, and community resources.

Each student works with a minimum of two teachers throughout their teaching practicums. The Department of Art Education places students with accomplished art educators who are jointly selected by the department and partnering schools through the aegis of the Director of Student Teaching Program. Selections are based upon programming, community profile, grade level, and the art teacher's experience. If available, student feedback is utilized. Cooperating teachers must have three years teaching experience in the building they are teaching in. **Final decision on practicum sites is at the discretion of the Department of Art Education and the Director of Student Teaching Program.**

During teaching practicums students acquire and demonstrate knowledge, skills, and performative practices necessary to facilitate critical learning in and through art and other forms of visual culture for all students. Throughout elementary and secondary sites, students observe, assist, instruct, and assess P-12 students. Teaching practicums provide teacher candidates full immersion in the learning community to demonstrate mastery of art education content, pedagogy, and professional knowledge.

The total number of clock hours involved with the teaching practicums is 800.

Assessment of Teaching Practicums in the MA with Licensure

During teaching practicums, university supervisors visit and assess each art education student for accountability in each placement, elementary and secondary.

Art education students are accountable for understanding perspectives on social theory, art theory, art history, visual culture, art production, and art education that support democratic learning and critical practices (see Framework and List of Outcomes for the Art Education Licensure Program). During the teaching practicums, art education students are assessed using established rubrics and multiple indicators to determine levels of accomplishment and performance. Students are expected to:

- Conduct focused observations
- Use reflective practices to analyze pedagogical practices, investigate teaching communities, create instructional plans and use them to teach and interact with diverse student populations
- Observe and interact with students and other professionals at each site
- Create units of instruction that are specific to the student population and grade level
- Deliver instruction and use reflective practices to analyze and plan for the strengthening of the delivery
- Construct and document professional growth in a professional portfolio

During teaching practicums, students are expected to assume all responsibilities of the cooperating teacher.

Ongoing assessments are conducted by cooperating teachers, university supervisors, and teaching candidates. Formal and informal conferences, written evaluations, focused observations, and various forms of rubrics and assessment tools are used within these formats. NCATE data is also collected as the candidate is admitted to the licensure program, at midpoint in the licensure program, and during the final teaching practicum.

Licensure Procedures

Art Education students who are interested in securing a *Multi-Age, P-12 Two Year Provisional Teaching License in the Area of Visual Arts for the State of Ohio* must meet the criteria and follow the process listed below:

1. Students must successfully complete all program requirements as specified in this Handbook and Information Packet.
2. Students must pass the *Praxis II*® tests to measure general and subject-specific knowledge and teaching skills.
3. After completion of all licensure coursework, the Director of the Student Teaching Program will conduct a course inventory to make sure all licensure courses have been completed.
4. The Chair of the Department of Art Education submits a letter to the College of Education and Human Ecology recommending the teacher candidate for licensure.
5. The student will complete a licensure application during the final weeks of student teaching. This is done during the Art Education 786/7 seminar.
6. The appropriate background checks must be current. The application requires an Ohio Civilian background check. Applicants who have not lived continuously in Ohio for the past 5 years must also submit a background check from the Federal Bureau of Investigation. Effective March 29, 2007, to comply with Amended House Bill 79E, the Ohio Department of Education (ODE) will require applicants for any license or permit that it issues to complete an Ohio criminal background check, conducted by the Bureau of Criminal Identification and Investigation (BCII). The BCII fingerprint results must be submitted to ODE electronically through WebCheck. (For information about WebCheck and a listing of locations across the state, visit www.webcheck.ag.state.oh.us.)
7. The Application for Teaching Certificate requires applicants to declare the following:
 - a) Have you ever been convicted of, found guilty of, pled guilty to, or pled no contest to any misdemeanor other than a traffic offense?
 - b) Have you ever been convicted of, found guilty of, pled guilty to, or pled no contest to any felony?
 - c) Have you ever had a criminal conviction sealed or expunged?
 - d) Have you ever had ANY certificate, license, or permit, or an application for same, revoked, suspended, limited, or denied?

It is important that students apply for licensure in a timely manner.

The following statement of The Ohio State University College of Education and Human Ecology, and the Department of Art Education adheres to this policy: Students who do not apply for Ohio licensure within two calendar years after completing their licensure program at The Ohio State University will be required to meet the licensure requirements in existence at the time they apply for licensure. In addition, students who apply for licensure between two and five calendar years, after completing their program, will be required to complete a minimum of nine (9) quarter hours in their discipline approved by faculty in the program area. Students who apply for licensure after five calendar years, after completing their program, will be required to complete a minimum of fourteen (14) quarter hours in their discipline approved by faculty in the program area. All students will need to submit a Faculty Petition and complete all the required course work before they can be recommended to the Ohio Department of Education for licensure.

BAE and MA Student Responsibilities

Students are responsible for

- knowing the requirements of the degree they are pursuing based on the date of entry into OSU
- knowing the requirements for Licensure
- meeting with their advisor on a regular basis
- keeping an active OSU email account available and checking e mail regularly
- using only OSU email accounts for ALL art education course and program activity
- keeping all contact information current and accurate with the Department of Art Education
- knowing the criteria for graduate school
- knowing the prerequisites to all classes
- knowing and understanding all fees (tuition, health insurance, etc.) and resolving issues with the appropriate office (financial aid, fees and deposits, etc.)
- knowing and following all program, course, and OSU policies, regulations, and procedures
- completing all reading and writing assignments on time, and as specified in each course
- being responsive to the welfare of others, fostering a positive classroom climate based on trust and mutual responsibility, and exhibiting sensitivity to and respect for multiple socio-cultural realities, diversity and difference. This includes, but is not limited to, sexual identity, ability, class, race, gender, ethnicity, and age
- participating in course discussion, paying attention and listening to others, asking questions of their peers and the instructor, engaging their peers in conversation, and taking responsibility for keeping the dialogue active and relevant to class content
- completing all NCATE assessments and meeting all deadlines in this area

Other student policies and responsibilities, including the *Code of Student Conduct* can be found at <http://studentaffairs.osu.edu>. Additional student responsibilities can be found in the *Art Education Graduate Student Handbook & the Graduate School Handbook* (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook/Handbook.pdf>)

Academic Integrity and Misconduct

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values means that you are responsible for your own learning; you have an obligation to be honest with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp). If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor.

Ten Suggestions for Preserving Academic Integrity

(from <http://oaa.osu.edu/coam/ten-suggestions>)

The following suggestions will help you preserve academic integrity by avoiding situations where you might be tempted to cheat or you might be perceived to be cheating.

- **ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS:** If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property, and plagiarism is a serious form of academic misconduct. If you are ever in doubt about whether or not you should acknowledge a source, err on the side of caution and acknowledge it.
- **AVOID SUSPICIOUS BEHAVIOR:** Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and

make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a "cheat sheet." Keep your eyes on your own work. Unconscious habits, such as looking around the room aimlessly or talking with a classmate, could be misinterpreted as cheating.

- **DO NOT FABRICATE INFORMATION:** Never make-up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.
- **DO NOT FALSIFY ANY TYPE OF RECORD:** Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. Many instructors routinely photocopy assignments and/or tests before returning them to students, thus making it easy to identify an altered document.
- **DO NOT GIVE IN TO PEER PRESSURE:** Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. Even something seemingly innocent, such as giving a friend an old term paper or last year's homework assignments, could result in an allegation of academic misconduct if the friend copies your work and turns it in as his/her own.
- **DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES:** Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. You should note that this applies even if you have to take the same course twice, and you are given the same or similar assignments the second time you take the course; all assignments for the second taking of the course must be started from scratch.
- **DO YOUR OWN WORK:** When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). For some assignments, you might be expected to "work in groups" for part of the assignment and then turn in some type of independent report. In such cases, make sure that you know and understand where authorized collaboration (working in a group) ends and collusion (working together in an unauthorized manner) begins.
- **MANAGE YOUR TIME:** Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in an

incomplete (or no) assignment or to cheat. Should you find yourself in this situation and turn in an incomplete (or no) assignment, you might get a failing grade (or even a zero) on the assignment. However, if you cheat, the consequences could be much worse, such as a disciplinary record, failure of the course, and/or dismissal from the University.

- **PROTECT YOUR WORK AND THE WORK OF OTHERS:** The assignments that you complete as a student are your "intellectual property," and you should protect your intellectual property just as you would any of your other property. Never give another student access to your intellectual property unless you are certain why the student wants it and what he/she will do with it. Similarly, you should protect the work of other students by reporting any suspicious conduct to the course instructor.
- **READ THE COURSE SYLLABUS AND ASK QUESTIONS:** Many instructors prepare and distribute (or make available on a web site) a course syllabus. Read the course syllabus for every course you take! Students often do not realize that different courses have different requirements and/or guidelines, and that what is permissible in one course might not be permissible in another. "I didn't read the course syllabus" is never an excuse for academic misconduct. If after reading the course syllabus you have questions about what is or is not permissible, ask questions!

Art Education Scholarship Opportunities

There are a limited number of competitive scholarships offered through the Department of Art Education for BAE and MA with Licensure students. The amount and number of financial awards varies each year and is at the discretion of the Dean of the College of the Arts, the Department of Art Education Chairperson, and the Department's Undergraduate/Licensure Committee. Specific details of each scholarship, including application requirements, will be provided during the Core academic year. Examples of scholarship opportunities are listed below and are subject to change.

- **BAER SCHOLARSHIP IN ART EDUCATION**

The Dr. Beverly Baer Endowed Scholarship Fund for Arts Education was established in 2003, with gifts from William D. Baer and Thomas N. Baer of Columbus, Ohio. The annual income is to be used to provide a scholarship to a student majoring in Art Education. The first preference shall be given to a female student. Students with a diagnosed permanent disability are strongly encouraged to apply. Applicants should demonstrate a strong social consciousness for the application and utilization of art for the betterment of society. The recipient will be chosen by the Undergraduate/Licensure Committee in consultation with the University Committee on Student Financial Aid. If you are receiving any other financial aid, your award will be applied toward tuition and fees. Applicants should be aware that current or future financial aid arrangements may be affected by receipt of this award. The application deadline is usually in the beginning of the winter quarter of the Core program.

- **SNOW SCHOLARSHIP AWARD IN ART EDUCATION**

The awards competition is open to students in Art Education who are in their first year of the Licensure program and have been accepted into the MA program for the student teaching year. The awards are to be applied during the second year (student teaching year) of the licensure program. Students enrolled in non-Licensure MA or Ph.D. programs are not eligible. Applicants must be in good standing in the core program and have a GPA of 3.0 or above for all courses taken at OSU. Awards will be given each year to students who demonstrate exceptional promise and potential in the field of art education. The purpose of this endowment is to provide need-based scholarships and evidence of financial need is a primary requirement. The Snow Scholarships are handled through the Student Financial Aid Office. If you are receiving any other financial aid, your award will be applied toward tuition and fees. Applicants should be aware that current or future financial aid arrangements may be affected by receipt of this award. In keeping with University policies on diversity, minorities are especially encouraged to apply. The application deadline is usually sometime in the spring quarter of the Core program.

- **PYNE SCHOLARSHIP AWARD IN ART EDUCATION**

The awards competition is open to students in Art Education who are in the Licensure program. Students enrolled in non-Licensure MA or Ph.D. programs are not eligible. Undergraduate applicants must have a GPA of 3.3 or above for all courses taken here and at other undergraduate institutions attended. Graduate applicants must have a GPA of 3.6 or above for all work at the graduate level including OSU and all other graduate institutions attended. Students may be of any class rank, but must have been accepted into the Core Program. Students who are in the Student Teaching year will be given priority, but students in the Core group will also be considered. Previous recipients of Pyne Awards in Art or Art Education will not be considered. Awards will be given each year to students who demonstrate exceptional promise and potential in the field of art education. Evidence of financial need is not mandatory but may be considered in the case of very close competition. The Pyne Scholarships are handled through the Student Financial Aid Office. If you are receiving any other financial aid, your award will be applied toward tuition and fees. Applicants should be aware that current or future financial aid arrangements may be affected by receipt of this award. In keeping with University policies on diversity, minorities are especially encouraged to apply. The application deadline is usually in the beginning of the winter quarter of the Core program.

Students with Disabilities

The Office for Disability Services (ODS) at OSU offers a wide variety of legally mandated services to students with documented disabilities. After reviewing a student's documentation, a counselor will determine appropriate academic services and accommodations, depending on the student's functional limitations in the academic setting. A counselor at ODS will train a student in accessing the accommodations for which they are eligible. Students will then be responsible for requesting most accommodations in a timely manner and for following ODS policies and procedures for accessing accommodations.

The mission of ODS is to collaborate with and empower students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life.

There are two legal mandates that protect students with disabilities from discrimination and ensure that they have equal access to all aspects of university life. These laws include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Section 504 of the Rehabilitation Act states: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Title II of the ADA states: "A public entity shall make reasonable modifications in policies or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity."

(from http://ods.osu.edu/faculty_handbook.asp)

Any student who feels s/he may need an accommodation based on the impact of a disability should contact their course instructor privately to discuss their specific needs. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Selected Art Education Faculty and Staff

Terry Barrett

Professor; Ph.D., The Ohio State University, 1983.

Specializations: the teaching of art criticism and aesthetics; contemporary art; photography criticism and education; museum education.

Dennis Cannon.

Lecturer; Ph.D., The Ohio State University, 2003; Specializations: teacher preparation; introduction to art education; professional development and professional mentoring.

Vesta Daniel

Professor; Ed.D., University of Illinois-Urbana, 1976. 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. Specializations: postmodern and poststructuralist theories of pedagogy, language, and subjectivity in education; disability studies; gender and girls studies; independent media.

Clayton Funk.

Assistant Professor; Ed.D. Teachers College, Columbia University, 1990. 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. Specializations: community arts; administration of arts education programming and development; community development; service-learning.

Christine Ballengee Morris

Associate Professor; Ph.D., Pennsylvania State University, 1995. Specializations: cultural colonialism; social, political and cultural arts issues; critical cultural pedagogy and curriculum; American Indian Studies.

Mary Louise Poling

Director of the Student Teaching Program and Field-Based Experiences; Ph.D., The Ohio State University, 1992. Specializations: Assessment as a means to improve pedagogical practices; reflective and focused field-based inquiry; education change and reform; Observational analysis applied in authentic school-based settings; brain-based curriculum content and concepts; research-based teaching practices.

Jack Richardson

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

James Sanders

Assistant Professor; Ph.D., University of North Carolina at Greensboro, 1999. 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. Specializations: material culture as text; pre-service and in-service art education.

Candace Stout

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

Patricia Stuhr

Professor and Department Chairperson; Ph.D., University of Wisconsin-Madison, 1987. 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. 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. Specializations: teaching art criticism; staff development.

Margaret Wyszomirski

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

Program Contact Information

Arts Advisors are academic counselors associated with the College of the Arts in 050 Denney Hall. They are full-time professionals and advise undergraduate students on the General Education Curriculum, special academic and career opportunities, graduation requirements, Arts policies and procedures, and make referrals to other professionals on campus. They are typically available by appointment only.

To make an appointment with an **Arts Advisor** phone, email, or make an appointment in person at

College of the Arts & Sciences Advising and
Academic Services Office
Room 050 Denney Hall
614.292.2244 FAX 614.247.8877
email artsadvising@osu.edu

The **Chair of the Art Education Undergraduate and Licensure Committee** is the BAE major advisor. This advisor is a full-time faculty member in The Department of Art Education who does advising in addition to full-time teaching and research. This advisor is the person to contact about issues related specifically to the content of the BAE.

MA with Licensure students are assigned a temporary “contact” faculty advisor upon acceptance to the program. This allows a student time to become acquainted with the Department and its faculty, one of whom will serve as the student’s project or thesis advisor. If a student has a particular interest, the contact advisor may direct the student to a faculty member with that interest for consultation about the student’s plan of study. Post-Degree MA with Licensure students may also meet with Chair of the Art Education Undergraduate and Licensure Committee for questions related to Licensure coursework and program content.

To make an appointment with the **Chair of the Art Education Undergraduate and Licensure Committee** please phone, email, or write:

Kevin M. Tavin, Ph.D.
Associate Professor of Art Education
The Ohio State University
258 Hopkins Hall
128 Oval Mall
Columbus, OH 43210
614.292.0273 FAX 614.688.4483
email tavin.1@osu.edu

By appointment only

General Contact Information

General Resources

Admissions Office	292-3980
Art Department	292-5072
Art Education Dept.	292-7183
Design Department	292-6746
Fees and Deposits	292-3337
Financial Aid	292-0300
Registrar's Office	292-8500
Student Advocacy	292-1111

Student Health

Appointments	292-4321
Student Pharmacy	292-0125
Student Wellness Center	292-4527

Counseling Services

Career Connections	688-3898
Counseling/Consultation	292-5766
Planned Parenthood	222-3604
Rape Education	292-0479

Housing

ResLife (On Campus)	292-3267
Off Campus & Commuter	292-0100
Legal Services	292-0100

Safety Resources

Community Crime Patrol	299-2279
OSU Police	292-2121
Student Escort Service	292-3322
Emergency	911

Learning Resources

Fine Arts Library	299-6184
Math Counseling	292-6994
Music/Dance Library	292-2319
Writing Center	688-5865

Other Campus Resources

Ethnic Student Services	688-4988
GLBTSS (Fusion)	292-6200
Honors & Scholars	292-3135
International Education	292-6101
Disability Services	292-3307

Admission Deadlines & Criteria

Deadlines

For consideration for admission to the BAE program, students must submit application materials no later than **April 1** previous to the autumn quarter in which s/he intends to begin the art education sequence of classes (or 2 years prior if applying as a sophomore). **April 1** is the deadline for applicants at either the sophomore or senior standing.

Materials must be mailed or hand-delivered to

The Department of Art Education
The Ohio State University
258 Hopkins Hall
128 Oval Mall
Columbus, OH 43210

A box will be placed inside of the door of the main office to enable students to drop off materials. Applications must be received (not postmarked) by **April 1**. If the due date falls on a weekend, the deadline will be the next business day. The main office closes at 5pm. Late submissions will not be reviewed.

Usually, students will be informed in writing of the Department's admission decision within 3 weeks of the deadline.

Pre-Requisite Criteria

Students must meet the following criteria prior to applying for admission into the BAE program.

- To ensure compliance and have a credit check completed follow the requirements of the BAE program and complete a consultation with an Arts Advisor
- Successfully complete *Introduction to Art Education* (Art Ed 225) with a grade of B or better
- Successfully complete "First Year English Composition" with a grade of C or better
- Have no more than the following number of **unfulfilled** GEC, Educational Studies, or Art credits (non-art education courses):
 - **15 credits** (unfulfilled at beginning of Core) if applying as a junior (to begin the subsequent autumn quarter)
 - **60 credits** (unfulfilled at time of application) if applying as a sophomore (to be deferred until the senior year)
- Have a minimum overall grade point average of 3.0 or better, including transfer credit (have combined GPA determined by Arts Advising).
- Have all transcripts of prior coursework outside of OSU evaluated by Admissions and all transferred coursework evaluated and registered on the OSU transcript.

BAE Application Materials

Students must include the following materials in their portfolio for application:

- 1) Application form providing your full name, student identification number, current mailing address, e mail address, and telephone number. Use the *Application Form* in the next section.
- 2) Copy of the most recent OSU academic advising report. In addition, if you have transferred to OSU from another university, a copy of the transcript from that institution, and all other colleges and universities that you have attended (these transcripts can be duplicates). For students who attended institutions other than OSU, you must meet with an Arts Advisor to determine your combined GPA. The combined GPA form must be included in the portfolio, signed, and dated.
- 3) A BAE course credit check (available through Arts Advising or the Department of Art Education) completed by an arts advisor, signed and dated.
- 4) A statement of intent of no more than two typewritten pages, double-spaced, using 12 point font. This should be written specifically for application to the BAE. Use the *Statement of Intent Guidelines* in this section.
- 5) A sample of your writing, double-spaced, using 12 point font. This should be an original essay, research paper, or other composition. On the top of the document, you should identify the original intent of the work (if produced for a specific class or assignment). This work should exemplify your ideas, abilities, and vision. Use the *Writing Rubric* in this section.
- 1) Ten (10) examples of your art work or cultural production. This may include work that demonstrates *your* best work and/or classroom art activities in which you have been involved. Still images are accepted in the form of 8 x 10 color photos, slides, or JPEG images, no larger than 72 DPI, embedded in a *PowerPoint* presentation and burned on a CD. You may also include moving images burned on a DVD, such as a video artwork, or filmed performance or installation work, limited to 2 minutes each in length. All work submitted should be labeled with your name, title of work, media, dimension, date completed, and any additional text you wish to provide. You must include this information on your slides, in your Power Point, and/or on the label of your DVD.
- 7) An artist statement of no more than one typewritten page in length, double-spaced, using 12 point font, written specifically for the BAE application. This is a statement about the purposes and goals for your

artmaking beyond fulfilling studio course assignments (use *Artist Statement Guidelines* in this section).

- 8) An instructor assessment form from Art Education 225 (provide explanation if not available).

All items are to be included in a three ring binder in the following order:

1. Completed Application Form
2. Recent advising report. Transcripts from all other colleges and universities attended. A combined GPA form from Arts Advising, signed and dated (if necessary)
3. BAE course credit check and completed (signed and dated) by an Arts Advisor (available through Arts Advising or the Department of Art Education)
4. Statement of Intent
5. Writing Sample
6. Slides/photos/CD/DVD or 10 examples of art work
7. Artist Statement
8. Art Ed. 225 Instructor Assessment Form

The three ring binder should be labeled with your name and contact information on the front cover.

Incomplete portfolios will not be considered. Students are responsible for retrieving the binders within four weeks after the decision date. **All binders left beyond that date will be recycled.**

Review Process

Applications will be assessed by the Undergraduate and Licensure Committee in light of five questions:

1. Can the interests and professional aspirations of the student be served by resources available in this department?
2. Does the student clearly articulate his or her ideas through the *Writing Sample*?
3. Does the *Statement of Intent* indicate an understanding of opportunities for study in art education, and the student's readiness to undertake such a study? Does the *Statement of Intent* indicate an understanding about art, teaching, and the possible role of the art teacher in society?
4. Does the artwork demonstrate general knowledge of art and the ability to use art materials and production processes within educational contexts?
5. Does the *Artist Statement* indicate an understanding of the purposes of artmaking beyond technical skill, media manipulation, and design?

The Writing Rubric

A rubric is a guide to understanding what is expected. You should use this Writing Rubric with all written portions of the BAE application materials.

CONTENT

- Introduces and develops a central focus.
- Displays evidence of critical thinking in the form of questioning, argument, interpretation or evaluation of ideas and issues.
- Includes relevant examples that illustrate and support points.
- Evidences imaginative and innovative thinking.
- Avoids clichéd ideas.

MECHANICS

- Attends to grammatical structures, spelling, punctuation, and typographical errors.
- Demonstrates a logical sequencing of ideas that includes a distinct and purposeful introduction, development of key ideas in the body of the text, and a distinct and purposeful closure.

Statement of Intent Guidelines

1) The Statement of Intent should express your interests in the field of art education, and explain why you intend to pursue a course of study through *this* Department of Art Education. Reference may be made to professional or career goals, the Department Mission Statement, and Licensure Framework and Outcomes.

2) The statement of intent is informed by coursework, reading, observation, and your personal perspective. References to personal experience and observations regarding any special circumstances, strengths, or experiences are welcomed.

You may consider including any or all of the following information in the *Statement of Intent*.

- Reasons you are choosing art education as a profession and the guiding principles and mission of the Department of Art Education at OSU
- Previous experiences that have influenced your decision to become an art educator
- Personal attributes and abilities that you bring to art teaching
- How you understand the relationship of art and visual culture to self, community, and the world
- How teaching art and visual culture can afford particular opportunities for explorations in a global and culturally diverse context
- Ideas about education and teaching practice which you want to pursue as an art educator

Artist Statement Guidelines

The purpose of the Artist Statement is to articulate your purposes for artmaking. Members of the Undergraduate and Licensure Committee are interested in your investment in artmaking outside of fulfilling class assignments. While in the Artist Statement you should refer to specific images, you may also consider broader questions such as:

- Why do I make art?
- What ideas and issues are important to my artmaking?
- What artistic context would I place my artmaking in? Who are the artists and cultural workers that have influenced me, and what images have affected me, and how?
- How does my artmaking relate to issues in the society, culture, and the world?
- What are my strengths in artmaking?

Application Form for Admission to the Bachelor of Art Education Program

Please Print or type

Date: _____

Name: _____

Current Address: _____

Phone: _____

E-Mail: _____

OSU GPA: _____

Combined GPA (this is determined by an Arts Advisor): _____

Check one:

Application as a sophomore for deferral, to begin the program in autumn 20_____

Application as a junior to begin the program in autumn 20_____

Total number of unfulfilled GEC, Education Studies, and Art credits (non-art education core courses) not including courses in progress:

I have read and understand the *Bachelor of Art Education & Master of Arts with Licensure Information Handbook, & Application*. I have met with an Arts Advisor and have completed a course credit check and all other required materials. All of the information included in this application is current, truthful, and complete.

Signature

Date

Submit this *Application Form* and all application materials in a 3-ring binder to

The Department of Art Education

The Ohio State University

258 Hopkins Hall

128 Oval Mall

Columbus, OH 43210

Deadline is **April 1**