



The Department of Arts Administration, Education and Policy

Licensure Only Program (Multi-age Visual Arts License)



Information, Handbook, & Application
<http://aaep.osu.edu>

Revised 2026

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*Handbook is subject to change.

Introduction & Overview

The purpose of the packet is to provide information, application materials, and contact particulars for the Licensure Only Program in Art Education. This packet contains information on requirements, guidelines, and procedures for application, matriculation, and Licensure procedures.

The Department of Arts Administration, Education & Policy 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 Licensure Only program is designed for students who already hold a BA or BFA degree and would like to become art educators in P-12 (pre-kindergarten through 12th grade) schools. **It does not result in another degree.** Admission to this program is by application and portfolio review only. Reviews are done once a year in March. At completion of the two-year program, students will be prepared to gain Licensure. Students interested in *Multi-Age, P-12 Four Year Resident Educator License in the Area of Visual Arts for the State of Ohio* typically apply to the program in the spring and have previously completed art foundation courses, art history, and some studio courses. Entrance into the Licensure Only program through the Department of Arts Administration, Education & Policy is competitive. Students will start the Art Education Core program in Fall semester after acceptance. To be eligible for review, students must complete the following criteria:

- Have a minimum overall grade point average of 3.00 or better.
- Meet with the Director of Field Experiences and Licensure Programs, Dr. Ketal Patel (patal.648@osu.edu) prior to application.
- Have already completed courses in drawing, painting, ceramics, photography or printmaking, sculpture, and at least two art history courses. (Additional studio and art history courses can be taken during program).
- 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 Arts Administration, Education & Policy Educator Preparation Unit Mission Statements

The mission of the Department of Arts Administration, Education & Policy 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 four-year P-12 teacher preparation program with licensure and a licensure only program for BA or BFA degree holders. In addition, the Department offers a BA degree thru our Arts Management major and a minor in entrepreneurship and the arts in collaboration with the Fisher Business School.

The Department provides graduate courses for experienced teachers through our Online Masters; 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 Only 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 with Licensure and Licensure Only Program), 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 lifelong 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.

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

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.

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

Core Courses and Clinical Sequence

The **Core** experience consists of four semesters of study toward Licensure. 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 two-year academic and professional program that utilizes constructivist learning and emphasizes critical consciousness, with high expectations in regard to student performance and participation. **Earning a “B” or better in required core courses is expected, and failure to maintain a “B” average will result in retaking a course and delaying progression in the sequence.**

Listed below are the Core courses in art education and their descriptions. All of the Core Art Education courses are required for the Licensure Only Program. All courses are available at OSU Main Campus, but not every semester.

Art Education 4000: Critical Pedagogies in Art Education (3 hrs.)

This course explores the interrelationship of social and cultural issues, visual culture, philosophies of teaching, and the construction of democratic spaces of learning. 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. Through a simultaneous exploration of contemporary and historical visual culture (including art and popular culture), 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 4100: Multi-age Visual Art Education Methods (3 hrs.)

The primary goal of this course is to give future educators the time, space, and resources to explore the intersection between contemporary art education theory and realistic application of methods and strategies. Through the melding of theory and practice, learners will work towards a collective understanding of processes and systems that prepare future learners for the world in which they will live, work, and develop. A 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 art and 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 and engagement with art in society.

Art Education 4200: Curriculum and Assessment in Art Education (3 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, 2012) in depth and develop multi-age 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 4300: Professional Practice in Art Education (3 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. In addition, students will prepare for the ODE approved content tests and required OSU assessments.

Art Education 4400: Disability and Inclusive Practices in Art Education (3 hrs.)

The purpose of this course is to investigate and observe aspects of teaching art to all students in inclusive settings. The class will address concepts of disability and justice in schools. 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 4500: Clinical Experience (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 (TK20).

Art Education 4189: Practicum (12 hrs.)

Each student works with a minimum of two teachers throughout their teaching practicums. The Department of Arts Administration, Education & Policy 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 Arts Administration, Education & Policy 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 Pre K-12 students. Teaching practicums provide teacher candidates full immersion in the learning community to demonstrate mastery of art education content, pedagogy, and professional knowledge.

Art Education 4900: Teaching Seminar (3 hrs.)

Concurrent to practicum, students meet with cohort to examine and discuss student teaching issues, problem solving strategies, and curriculum planning in a supportive seminar setting.

*Field observations and Practicums take place off campus. Reliable transportation is critical. Some observations can be scheduled in groups of two for carpool purposes, but the 4189/4900 Student Teaching Practicum requires that the teacher candidate have their own transportation.

**** Students will undergo a background check before being allowed to work in the field. Any legal issues should be discussed with the Director of Field Experiences and Licensure at time of admittance to the BAE program.**

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

ED P&L 2309: Psychological Perspectives on Education (3 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 T&L 5442: Teaching Reading Across the Curriculum (3 hrs.)

- Students will engage with the knowledge and tools to support the developmental reading and literacy. This course supports students in multi-age licensure programs to understand the reading and literacy concepts for the grade levels and content areas they may teach.

Clinical Experience and Teaching Practicums for Licensure

During second year in the Licensure Only Program students engage in the final part of the internship process. During the first semester the art teacher candidate is enrolled in Art Education 4500: Clinical Experience. There are two components to this course: Guided Instruction and Field-based Applications.

In this course students will participate in university-based class sessions and 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 4500, students will be involved in a semester-long teaching practicum. Art Education 4189: Teaching Practicum: consists of two 7-week experiences: Pre-kindergarten through Elementary Levels and Intermediate through Secondary Levels. This is a sustained field-based opportunity that is focused. Practicum sites are diverse in their student populations, programming, and community resources.

**Field observations and Practicums take place off campus. Reliable transportation is critical. Some observations can be scheduled in groups of two for carpool purposes, but the AE4500 Clinical Experience & AE4189/4900 Student Teaching Practicum requires that the teacher candidate have their own transportation.*

Ohio State academic programs are designed to prepare students to sit for applicable licensure or certification in Ohio. If you plan to pursue licensure or certification in a state other than Ohio, please review state educational requirements for licensure and certification and state licensing board contact information at <http://go.osu.edu/onground>.

Assessment of Teaching Practicums in the Licensure Only Program

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, ODE/NASAD and Teacher Performance Assessment data is also collected and submitted to TK20 electronic portfolio system as the candidate is admitted to the licensure program, at midpoint in the licensure program, and during the final teaching practicum. **Licensure is not awarded by OSU; it is gained through successful completion of both ODE approved content area exams and the candidates OSU results.**

Licensure Procedures

Art Education students who are interested in securing a *Multi-Age, P-12 Four Year Resident Educator Teaching License in the Area of Visual Arts for the State of Ohio* must meet the criteria and the 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 current ODE approved tests to measure general and subject specific knowledge and teaching skills.
3. Students must pass the Teacher Performance Assessment (edTPA), which is uploaded to the TK20 electronic portfolio system.
4. 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 and a disposition review has been filed with the UG committee.
5. The Chair of the Department of Arts Administration, Education & Policy submits a letter to the College of Education and Human Ecology recommending the teacher candidate for licensure.
6. The student will complete a licensure application during the final weeks of student teaching. This is done during the Art Education 4900 seminar.
7. 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.)
8. 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 Arts Administration, Education & Policy 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. 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.

Licensure Only Program Student Responsibilities

Students are responsible for

- knowing the requirements of the degree they are pursuing based on the date of entry into OSU
- subscribing to and maintaining a TK20 electronic portfolio for core coursework and edTPA assessments
- 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 Arts Administration, Education & Policy
- 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 (see <https://trustees.osu.edu/bylaws-and-rules/code>).
- 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 discussions, 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
- maintaining awareness of self-care, seeking appropriate care for mental, emotional and physical wellbeing and communicating with faculty about personal issues that impact successful completion of program requirements
- understanding that 3 positive professional dispositions are critical for being recommended for licensure and successful completion of the BAE program
- completing all NCATE, ODE/NASAD, and edTPA 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> .

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 Arts Administration, Education & Policy for 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 Arts Administration, Education & Policy Chairperson, and the Department's Undergraduate/Licensure Committee. 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. 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.

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 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. 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.

THE SCHWARTZ SCHOLARSHIP IN ART EDUCATION

The Barbara Strutin Schwartz and Stanley Schwartz Scholarship Fund for Art Education was established in 2017, and funds a scholarship intended to recognize merit and academic promise of students in the BAE Core program in the Department of Arts Administration, Education & Policy at The Ohio State University. First preference shall be given to diverse candidates seeking licensure in art education. In addition, applicants should demonstrate a strong understanding for the role of art education and its possible impact on students. A GPA of 3.0 or higher is expected. The recipients will be chosen by the Undergraduate & Licensure Committee in consultation with Core faculty. Your award will be applied to your OSU Bursar's account the fall semester after acceptance into the BAE cohort. Applicants should be aware that current or future financial aid arrangements may be affected by receipt of this award.

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 are about to embark on their 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

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.

Students with Disabilities

The Office of Student Life Disability Services (SLDS) 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 SLDS 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 SLDS policies and procedures for accessing accommodations.

The mission of SLDS 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 of Student Life Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901; slds@osu.edu

Arts Administration, Education & Policy Faculty and Staff

Joni Boyd Acuff

Professor and Chair; Ph.D., The Ohio State University. 2011. Specializations: Critical multicultural art education; community-based art education; culturally responsive curriculum and pedagogy; action research.

Tiffany Bourgeois

Assistant Professor: Ph.D., The Ohio State University, 2015. Specializations: cultural institution engagement during sports mega-events; cultural diplomacy; soft power; fundraising and audience development.

Zülâl Fazlıoğlu Akın

Assistant Professor of Teaching; PhD., The Ohio State University, 2017. Specializations: Cultural policy, International cultural relations, and cultural diplomacy. A specialized focus in Turkey, Europe, and the Middle East.

Richard Fletcher

Associate Professor; Ph.D. (Classics), University of Cambridge, 2006. Specializations: Contemporary art; philosophy of art; the artist as teacher; art thinking; global exhibition and biennial culture; classical reception studies.

Clayton Funk

Associate Professor of Teaching; 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.

Dana Carlisle Kletchka

Associate Professor; PhD., Pennsylvania State University, 2010. Specializations: Post-critical art museum education theory; professional development for Pre-K-12 teachers in art museums; museology; contemporary art.

Beth Link

Assistant Professor; PhD., The University of Texas of Austin, 2022. Specializations: Critical theories on race and whiteness in curriculum, arts integration professional development for Pre-K-12 teachers, & art teaching in schools, community, and museum contexts.

Shoshanah Goldberg-Miller

Associate Professor; Ph.D., The New School, 2012. Specializations: cultural policy; arts and culture in economic development; arts entrepreneurship; nonprofit management; institutional advancement.

Ketal Patel

Assistant Professor of Teaching and Director of Field Experiences & Licensure Program, Ph.D., The Ohio State University, 2021. Specializations: equity in public education; teacher

education and professional development; artist educator practice; participatory action research; art education and culture work.

Jack Richardson

Associate 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.

Rachel Skaggs

Associate Professor, Lawrence and Isabel Barnett Endowed Professor: Ph.D., Vanderbilt University, 2018. Specializations: Creative industries; entrepreneurship; cultural sociology; sociology of organizations, occupations, and work; social networks; mixed methods.

Ruth Smith

Assistant Professor of Teaching, Ph.D., The Ohio State University, 2014. Specializations: Community Arts Education, Participatory Action Research, Community Building, Online Pedagogy

gloria j. wilson

Associate Professor and Undergraduate Education, Teaching & Assessment Chair; Ph.D., The University of Georgia, 2018. Specializations: Black Studies, Cultural Studies (Birmingham School), Critical Arts-Based Research Methods, Fugitive Aesthetic Praxes, Hip Hop Feminist Praxes, The Black Pacific/Afro-Asian Colonial Histories

Program Contact Information

The **Director of Field Experiences and Licensure Programs** is the main point of contact for the Licensure Only Program. This advisor is the person to contact about issues related specifically to the content of the Licensure Only Program.

To make an appointment with the **Director of Field Experiences and Licensure Programs** please phone, email, or write:

Ketal Patel, PhD
The Ohio State University
1813 High Street-Sullivant Hall (second floor)
Columbus, OH 43210
614.292.0265
email patel.648@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 Licensure Only program, students must submit application materials no later than **March 1** previous to the autumn semester in which s/he intends to begin the art education sequence of classes.

Materials must be uploaded to our online admissions process. Visit osu.Tk20.com to submit required application materials. A tutorial on how to use Tk20 is provided at the end of the handbook.

Applications must be submitted by **March 1, 11:59 p.m.** If the due date falls on a weekend, the deadline will be the next business day.

Usually, students will be informed in writing of the Department's admission decision within 1 month of the deadline.

Pre-Requisite Criteria

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

- Have a minimum overall grade point average of 3.00 or better.
- Met with the Undergraduate and Licensure Chair prior to application.
- Have already completed courses in drawing, painting, ceramics, photography or printmaking, sculpture, and at least two art history courses. (Additional studio and art history courses can be taken during program).
- Have all transcripts of prior coursework outside of OSU evaluated by Admissions and all transferred coursework evaluated and registered on the OSU transcript.

Licensure Only Program Application Materials

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

- 1) Enter the information on the online application form providing your full name, student identification number, current mailing address, email address, and telephone number. Use the *Application Form* in the next section to see what is required.
- 2) If your BA or BFA is from OSU, a scanned or PDF copy of an OSU academic advising report or transcript. In addition, if you had transferred

to OSU from another university, a scanned copy of the transcript from that institution, and all other colleges and universities that you have attended (these transcripts can be duplicates).

- 3) A word doc or PDF formatted 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 Licensure Only Program. Use the *Statement of Intent Guidelines* in this section.
- 4) Ten (10) examples of your artwork or cultural production. This may include work that demonstrates *your* best work and/or classroom art activities in which you have been involved. JPEG images, saved so that they show up for both Mac or PC viewing, but no larger than 72 DPI, should be embedded in a *PowerPoint* presentation (on a black background slide format) and uploaded into the application system. Make certain you save the *PowerPoint* in ppt., not pptx. You may also include moving images such as a video artwork, or filmed performance or installation work, limited to 2 minutes each in length and embedded in a slide. 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 *PowerPoint* slides.
- 5) A word doc or PDF format of your artist statement of no more than two typewritten pages, double-spaced, using 12-point font, written specifically for the 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).
- 6) Submit a 2-minute video articulating two goals you have as a future art educator and how do you see yourself accomplishing these goals within the department of Arts Administration, Education and Policy based on the research you have conducted of this program. Use this video as an opportunity to introduce yourself to the department and your interest in the professional art education program.

Review Process

Applications will be assessed by the Undergraduate and Licensure Committee considering questions:

1. Can the interests and professional aspirations of the student be served by resources available in this department?
2. 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?

3. Does the artwork demonstrate general knowledge of art and the ability to use art materials and production processes within educational contexts?
4. Does the *Artist Statement* indicate an understanding of the purposes of artmaking beyond technical skill, media manipulation, and design?
5. Can the student articulate their interests and understanding of the professional art education licensure program and requirements to join the future teaching force?

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

1. Introduces and develops a central focus.
2. Displays evidence of critical thinking in the form of questioning, argument, interpretation or evaluation of ideas and issues.
3. Includes relevant examples that illustrate and support points.
4. Evidences imaginative and innovative thinking.
5. 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 Arts Administration, Education & Policy. 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 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 Arts Administration, Education & Policy 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 Licensure Only Program

Enter into Online Application and sign with Electronic Signature

Date: _____

Name: _____

Current Address: _____

Phone: _____

E-Mail: _____

GPA: _____

I have read and understand the *Licensure Only Program Information Handbook, & Application*. I have met with the Undergraduate & Licensure Chairperson and have completed all other required materials. All of the information included in this application is current, truthful, and complete.

Signature

Date

Leave of Absence Policy for the Licensure Only Program

Leave of absence policy for BAE and Licensure Only program

A leave of absence is considered a very serious decision that must be made with the Director of the Licensure program, Director of Undergraduate Studies, and the arts advisor. A student is expected to maintain contact with The Director of the Licensure program and communicate about their decision to leave the professional program and of any intention to return.

If a student leaves the program for any reason and has a lapse of more than 1 year away from the Department of Arts Administration, Education, and Policy Bachelor of Art Education and Licensure program the following steps must take place:

To be considered for possible reinstatement into the program the student should do the following set of steps by March 1 by 11:59PM before the autumn semester in which a student intends to begin the art education program course work:

- 1) A letter to petition the undergraduate and licensure committee that addresses the following information:
 - a. Contextualize the year(s) you attended the program and your performance in the required courses, field experiences, and cohort expectations for the professional program.
 - b. A brief description of your leave of absence.
 - c. Share a narrative of your professional work/courses since leaving the program.
 - d. Attach all transcripts for any institution attended and an advising report that outlines OSU course work completed.
 - e. Submit an updated resume.
 - f. Provide a statement of intent describing your qualifications, and your desire to return to the professional program and your anticipated plan to return to complete course work, field experience requirements, and/or practicum requirements.

*Compile all materials and submit them via email to the Director of Field Experiences and Licensure Program, Dr. Ketal Patel via email at patel.648@osu.edu.

- 2) If a student has been absent from the program more than 3 years, a candidate must resubmit all application materials (outlined within this handbook) into TK20 for the 2 year(s) you are interested in completing the licensure only program. And the candidate must submit the above petition materials to the Director of Field Experiences and Licensure Program, Dr. Ketal Patel via email at patel.648@osu.edu.

Expenses related to educator preparation & licensure work

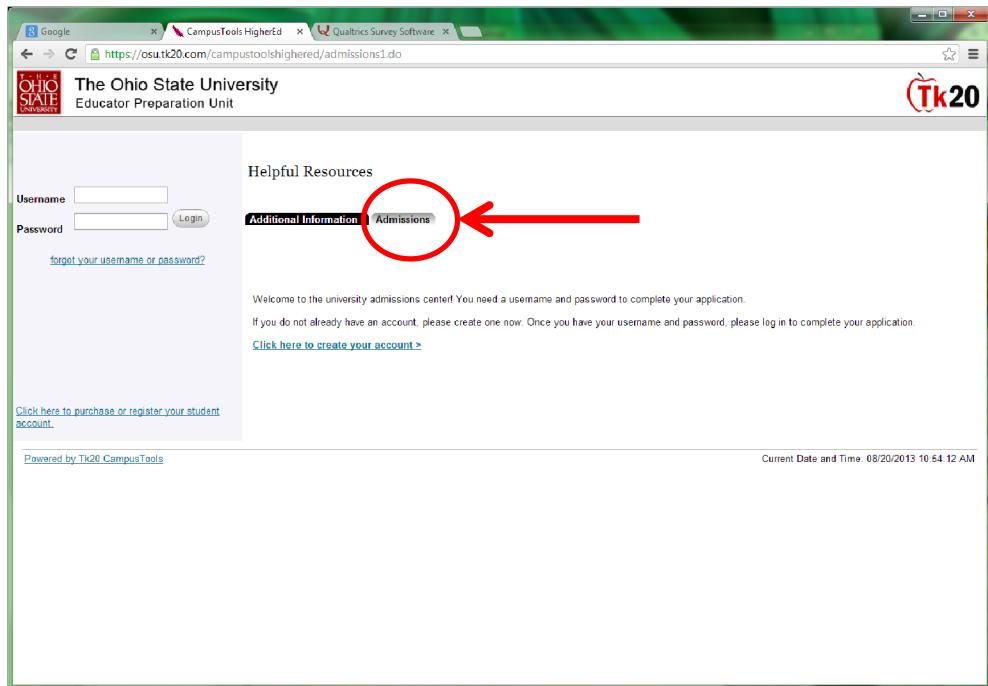
EXPENSES AND VOUCHERS

Expenses

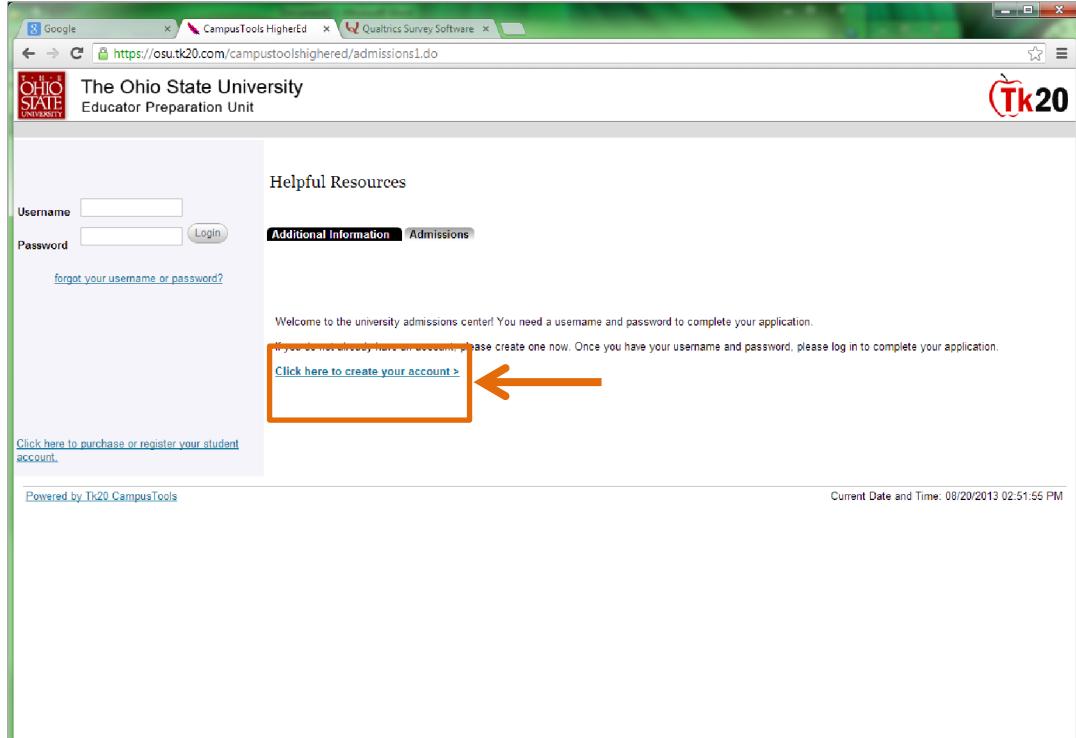
As with any program that leads to professional licensure, there are additional expenses incurred that are not related to OSU tuition and fees and books.

UNDERGRADUATE EXPENSES* (P-12 CLASSROOM LICENSES)						
Year in program	Background Checks: BCI&I/FBI	Ohio Licensure Application fee ⁱ	OAE Test ⁱⁱ	Optional Ohio Endorsement Fee ⁱⁱⁱ	Optional OSEA membership (OH Student Educ. Assn.) ^v	Ed Prep Voucher Fee
1 st year	~\$63*	Preservice Permit ^v : • \$25 (1-year) • \$75 (3-Year)				
2 nd year						
3 rd year						
4 th year		Preservice Permit ^v : • \$25 (1-year) • \$75 (3-Year) RE licensure: ~\$160	\$105-\$349 (depending on licensure area(s))			
Other				\$20/area	\$34/yr.	

- 1) Click the “Admissions” tab.



- 2) Select the link “Click here to create your account”.



- 3) Enter the requested information.

Google CampusTools HigherEd Qualtrics Survey Software

https://osu.tk20.com/campustoolshighered/createapplicantaccount_menu.do?createnewaccount=true

Helpful Resources

Additional Information **Admissions**

Create Applicant Account

Enter information below to establish your account. The basic information marked with an asterisk is required. Additional information will be requested when you complete your application. Upon clicking "Create My Account", you will receive your username.

* Indicates required fields

Profile Information

First Name *	<input type="text"/>
Middle Name	<input type="text"/>
Last Name *	<input type="text"/>
Email Address *	<input type="text"/>
Confirm Email Address *	<input type="text"/>

Username

Forgot your username or password?

[Click here to purchase or register your student account.](#)

Password Information

You will need your password every time you access your account. Your password **MUST** contain 6-12 letters, and **MAY** contain 0-12 numbers, and **MAY** contain 0-12 special characters (@#\$%^&*)

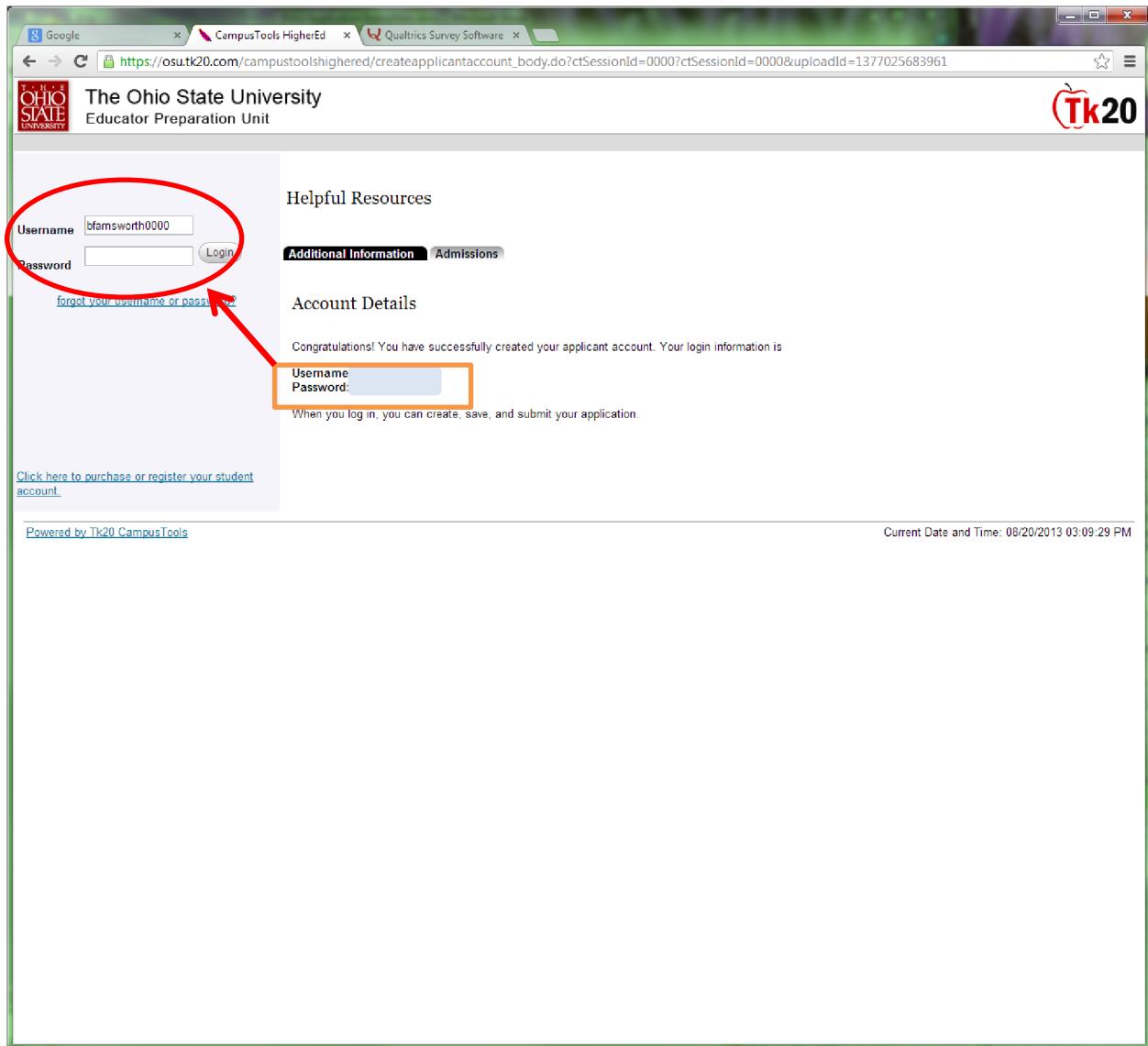
Password *	<input type="text"/>
Re-Enter Password *	<input type="text"/>
Secret Question*	<input type="text"/>
Secret Answer *	<input type="text"/>


Type the word above:



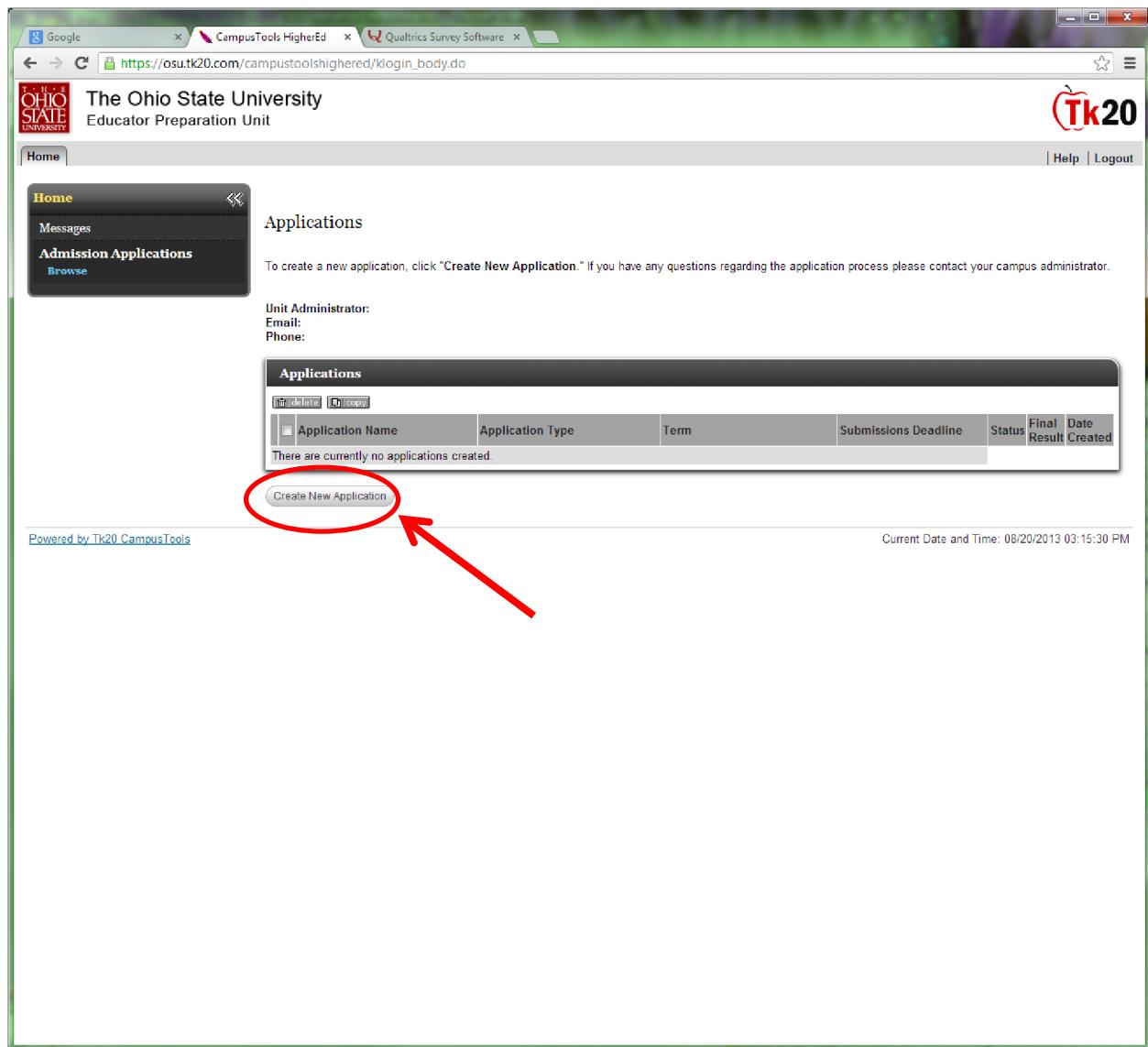


Note: Do NOT use your Ohio State <name.#> account password as your application password. Once all the information has been entered, click the button "Create My Account". You will receive an email with your application account password you will need to login to TK20 to fill out the application. When you have successfully entered the CAPTCHA code displayed, you will be returned to the login page and your account information will be presented.



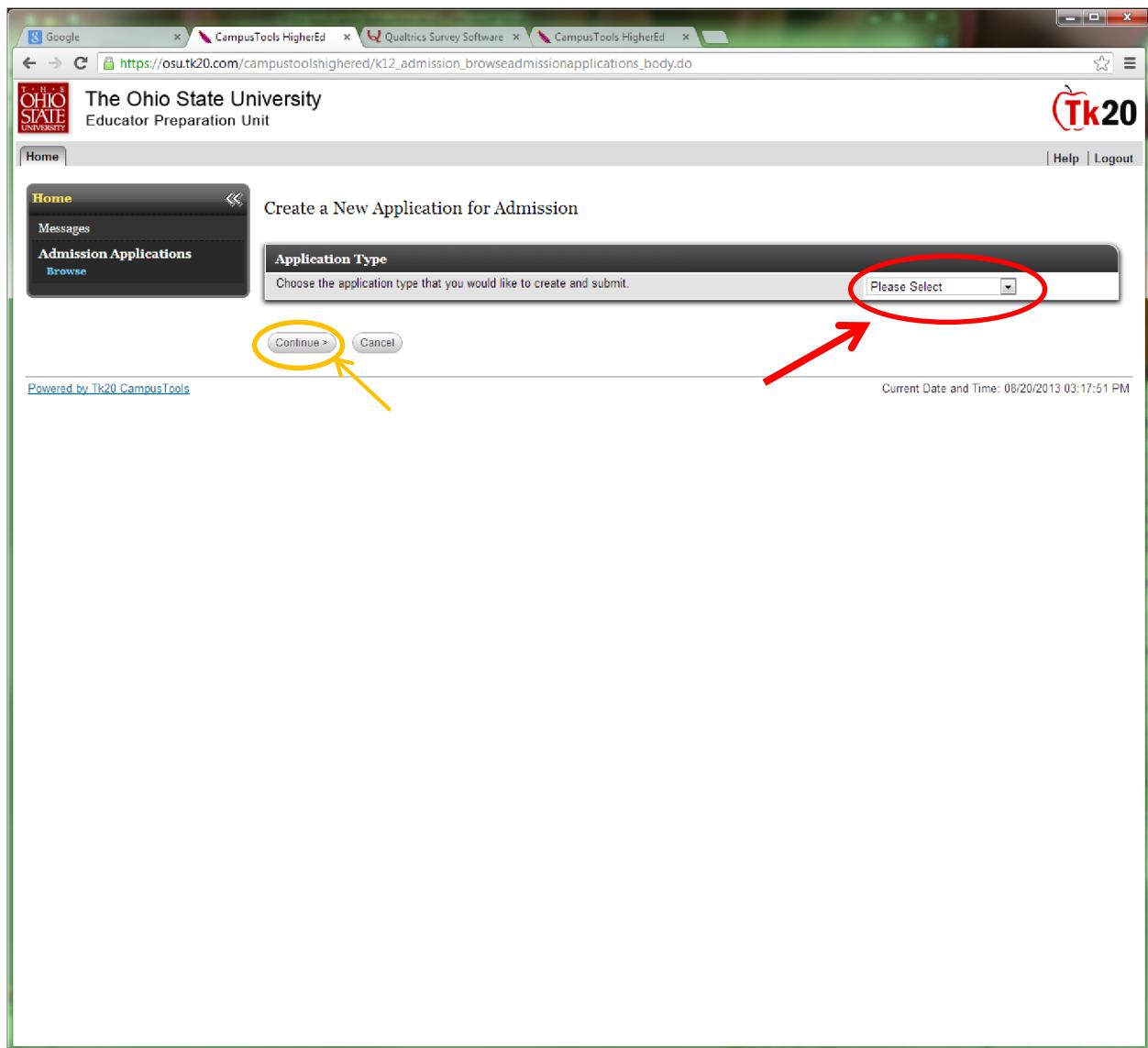
Enter the Username and Password into the login frame at the left.

Once you have entered the login information, you can begin the application process. Click “Create New Application”



The screenshot shows a web browser window with three tabs: 'Google', 'CampusTools HigherEd', and 'Qualtrics Survey Software'. The main content is the 'CampusTools HigherEd' page, specifically the 'Admission Applications' section for The Ohio State University Educator Preparation Unit. The page title is 'Applications'. A message at the top says, 'To create a new application, click "Create New Application." If you have any questions regarding the application process please contact your campus administrator.' Below this, there is a table titled 'Applications' with columns: Application Name, Application Type, Term, Submissions Deadline, Status, Final Result, and Date Created. A note in the table states, 'There are currently no applications created.' At the bottom of the table is a button labeled 'Create New Application'. A red circle and arrow highlight this button. The page footer includes 'Powered by Tk20 CampusTools' and 'Current Date and Time: 08/20/2013 03:15:30 PM'.

Select the Program you wish to apply to and click “Continue”.



Enter the requested information, upload any requested documents and click “Submit”