



## OHIO ALLIANCE FOR ARTS EDUCATION

Testimony on Senate Bill 144

October 7, 2025

**Senate Education Committee  
Senate Bill 144 Proponent Testimony  
Jarrod Hartzler  
Ohio Alliance for Arts Education  
October 7, 2024**

Chair Brenner, Vice Chair Blessing, Ranking Member Ingram, and members of the Senate Education Committee.

Thank you for the opportunity to provide proponent testimony on Senate Bill 144, which will restore the preK- grade 5 and grades 4-9 licenses that were in place prior to the passage of 135-HB33.

My name is Jarrod Hartzler, Executive Director of the Ohio Alliance for Arts Education (OAAE). Our organization works with over eight thousand arts educators in the state to ensure that Ohio students receive quality, standards-based instruction in the arts, and are prepared with the knowledge and skills to pursue careers in the arts, higher education in the arts, and participate in the arts throughout their lifetimes.

We support the restoration of the former grade band licenses because we believe that adding subject content and pedagogy for grades 6,7,and 8 to the current preK-5 license requirements will mean that there will be less time for education candidates to master a solid foundation in child development, content knowledge across the core subject areas, instructional strategies for young and adolescent learners, and classroom management strategies, which differ significantly for children in grades preK-5 and adolescents in grades 6-8.

Graduates from Ohio teacher preparation programs with the preK-8 grade band license, depending on the grade level assigned to a teacher, will enter their first year of teaching less prepared than current teachers to teach the “core subject areas of English language arts, mathematics, science, social studies, foreign languages, and fine arts.”<sup>1</sup> This could negatively impact the learning experiences of students in Ohio classrooms, owing to the fact that teachers are the most important school-based factor effecting student achievement. <sup>2</sup>

We understand that with time and professional development educators with the preK-8 license will become more proficient and effective, but how long should students have to wait? This is not a viable solution to address the teacher shortage, since schools and districts will have to wait for several years before the first educators graduate with the preK-8 license.

The OAAE is also concerned that school districts will take advantage of educators with the new preK-8

---

<sup>1</sup> ORC 3319.074 (A)(1)

<sup>2</sup> Rivkin, Hanushek, & Kain, (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.



Testimony on Senate Bill 144

October 7, 2025

license and employ some to teach courses in the arts, which would compromise OAAE's goal to deliver to all Ohio students effective arts education programs that are sequential, developmental, and based on *Ohio's Fine Arts Learning Standards*.

Currently, educators are considered "a properly certified or licensed teacher" in core subject areas, if they have earned the preK-grade 3; the preK- grade 5 license; and the older grades 1-8 and K-8 licenses. Some educators with these licenses are teaching courses in the arts in our schools now, including Visual Art (K-12) 020012, General Music 12001, Music (K-8) 122000. A complete list of arts courses and the types of licenses required to teach each arts course is available [HERE](#)

We believe that the most prepared and effective arts educators are those who graduate with a multiage license in a specific arts discipline of dance; drama, theatre; media arts; music; or visual arts. To earn this license educators must do the following:

- Major in an arts discipline as an undergraduate, which means earning 60 credit hours or more in an arts discipline.
- Complete pedagogical courses in their arts discipline.
- Complete student teaching in their arts discipline.
- Pass required pedagogy and content exams in their arts discipline.

Educators with the multiage license in an arts discipline are highly qualified not only in a specific arts content area, but in pedagogical techniques in the arts content area; school policies relating to the arts; building community relationships with arts organizations to support students; and how to support students with nascent artistic abilities. They understand an artform from a historical, critical, technical, and pedagogical point of view and also can teach the physical skills necessary to participate in the art form, such as dancing, singing, playing an instrument, or using visual arts tools and media. In many cases these educators are also professional artists.<sup>3</sup>

Researchers have also found that some primary education teachers do not feel prepared to provide standards-based instruction in the arts. (Byo (1999); Hash (2010); Miragila (2008); Thompson (1997)) The Byo study concludes that it is unrealistic to expect general education teachers to "lead students to mastery of all music standards without the substantial training commensurate with that of certified music specialists."<sup>4</sup>

The OAAE reviewed arts course requirements for over 40 Ohio teacher preparation programs in 2019

---

<sup>3</sup> Lauren Kapaika Richerme, et. al. Roles of Certified Arts Educators, Certified Non-Arts Educators, & Providers of Supplemental Arts Instruction. (State Education Agency Directors of Arts Education (SEADAE): 2012: p. 1. <https://www.philasd.org/arts/wp-content/uploads/sites/144/2017/07/SharedDeliveryofArts.pdf>

<sup>4</sup> Susan J. Byo, Susan J. Classroom Teachers' and Music Specialists' Perceived Ability to Implement the National Standards for Music Education. (Journal of Research in Music Education: 1999) Vol. 47, p. 113.



Testimony on Senate Bill 144

October 7, 2025

and found that primary teacher preparation programs require teacher candidates to earn between 6-9 credits in the arts and often these are general education (GE) credits, which may or may not be education related. Few primary teacher preparation programs require candidates to take a methods course in an arts discipline. (See attached document “Early Childhood Education Teacher Preparation Programs in Ohio - Required Arts Courses” 2019.)

Educators earning the preK-5 license are required to pass the OAE 055 assessment, which includes about 12 out of 125 multiple choice questions on visual arts and music, but no questions on dance or theatre.<sup>5</sup>

We believe that Ohio students deserve to have an arts educator with the multiage license in a specific arts discipline to be their arts teacher. This is the best way to ensure that Ohio students have well-prepared and experienced teachers in PK-12 arts classrooms, which is one of the most important factors impacting student achievement and success.

We also believe that Ohio students deserve a well-qualified and competent teacher in grades PK-5 from the very start. Thank you for considering this testimony.

Jarrod Hartzler  
77 South High Street, 2<sup>nd</sup> Floor  
Executive Director  
Ohio Alliance for Arts Education  
77 South High Street, 2nd Floor  
Columbus, Ohio 43215-6108  
330-347-3029  
[jhartzler@oaae.net](mailto:jhartzler@oaae.net)

## Attachment

Ohio Alliance for Arts Education, “Early Childhood Education Teacher Preparation Programs in Ohio - Required Arts Courses” 2019.

## Sources

Byo, Susan J. (1999). Classroom Teachers’ and Music Specialists’ Perceived Ability to Implement the National Standards for Music Education. *Journal of Research in Music Education*, Vol. 47, p. 113-123.

Carroll, Karen Lee (2011) What If They Believed Us? How Well Prepared Are Art Educators to Deliver on the Promises of Art Education? *Arts Education Policy Review* 112: 9–25.

---

<sup>5</sup> Ohio Assessments for Educators, Assessment Design and Framework Field: Primary Education K-5, Pearson Education, Inc. 2022 [https://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH\\_SG\\_OBJ\\_055.htm](https://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH_SG_OBJ_055.htm)



Testimony on Senate Bill 144

October 7, 2025

Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). *The arts and achievement in at-risk youth: Findings from four longitudinal studies*. Washington, DC: National Endowment for the Arts.

Council for the Accreditation of Educator Preparation. CAEP 2018 K-6 Elementary Teacher Preparation Standards at <http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en>

Darling-Hammond, Linda, Holtzman, Deborah J., Gatlin, Su Jin, & Heilig, Julian Vasquez (2005). *Does Teacher Preparation Matter? Evidence about Certification, Teach for America, and Teacher Effectiveness*. Education Policy Analysis Archives. 13(42). Retrieved November 29, 2019 from <http://epaa.asu.edu/epaa/v13n42/>.

Deasy, R. (2002). *Critical links: Learning in the arts and student academic and social development*. Washington, DC: Arts Education Partnership.

Fiske, E. (Ed.) (1999). *Champions of change: The impact of the arts on learning*. Washington, DC: The Arts Education Partnership and the President's Committee on the Arts and Humanities.

Hash, Phillip M. (2010) Pre-service Classroom Teachers' Attitudes Toward Music in the Elementary Curriculum. *Journal of Music Teacher Education*: 19(2) 6–24.

Jacobson, Linda (November 4, 2019). Arts, SEL collaboration boosts school climate, assessment options. *EducationDive* at <https://www.educationdive.com/news/arts-sel-collaboration-boosts-school-climate-assessment-options/566354/>

Kisida, Brian, and Bowen, Daniel H. (February 12, 2019) Investing Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative: Brookings, Rice University/Houston Education Research Consortium. Volume No. 7, Issue No. 4.

May, Lissa and Brenner, Brender (2016) The role of arts in school reform. *Arts Education Policy Review*. Vol. 117, No. 4, 223-229.

Miragila, Kathy Marzilli (2008). Attitudes of Pre-service General Education Teachers Toward Art: *Visual Arts Research*, University of Illinois, 53-62.

Ohio State Board of Education (2019) *Each Child, Our Future, Ohio's Strategic Plan for Education: 2019-2024*.

Richerme, Lauren Kapalka, Shuler, Scott C., McCaffrey, Marcia, With Debora Hansen and Lynn Tuttle (June 26, 2012). Roles of Certified Arts Educators, Certified Non-Arts Educators, & Providers of Supplemental Arts Instruction: *State Education Agency Directors of Arts Education (SEADAE) Arts Education White Paper: Promoting Universal Access to High-Quality Arts Education*. <https://www.philasd.org/arts/wp-content/uploads/sites/144/2017/07/SharedDeliveryofArts.pdf>

Thompson, Christine Marme (1997) Teaching Art in Elementary Schools: Shared Responsibilities and Distinctive Roles. *Arts Education Policy Review*. v99 n2 p15-21 Nov-Dec 1997 p. 19.



Testimony on Senate Bill 144

October 7, 2025

Walker, Loretta Niebar (2015). Do You Really Want to Know? Elementary Music Programs and Potential in Utah: *Arts Education Policy Review*. 116:189-200.

Zakaras, Laura and Julie F. Lowell. (2008) Cultivating demand for the arts: Arts learning, arts engagement, and state arts policy. Santa Monica, CA: RAND Corporation. Commissioned by the Wallace Foundation.

###



**Ohio Alliance for Arts Education**  
**77 South High Street, 2nd Floor**  
**Columbus, Ohio 43215-6108**  
**614.224.1060**  
<http://www.oaae.net>

**Early Childhood Education Teacher Preparation Programs in Ohio – Required Arts Courses – Updated November 2019**

| <b>College/University</b>         | <b>Program</b>                       | <b>Degree</b>                                     | <b>Required Arts Course</b>   |
|-----------------------------------|--------------------------------------|---|---|
| 1. Ashland University             | Early Childhood Education (ECE) PK-3 | B.S. Education Early Childhood – 120 credit hours | -150 Principles of Music Making – 3 cr.<br>-GE Aesthetics – 3 credits                           |
| 2. Baldwin Wallace U.             | ECE PK-5 (Updated)                   | B.S. Education 124 credit hours                   | -GE Fine Arts Creative Dramatics – 2 cr.<br>-Arts Integration in the EC Classroom – 3 cr.       |
| 3. Bluffton University            | ECE PK-5 Elementary Education        | B.S. Education 124 credit hours                   | -Developmental Curriculum: Learning and the Arts – 3 credits                                    |
| 4. Bowling Green State University | Inclusive ECE PK-3                   | B.S. Education – 122 credit hours                 | -GE Arts – 6 credits<br>-Creative & Expressive Arts & Movement - credits                        |
| 5. Capital University             | ECE PK-3                             | B.S. Education – credits depend on program        | -Integrating Learning Experiences: Art, Music, Drama, and Movement – 4 credits<br>-GE Fine Arts |
| 6. Cedarville University          | ECE PK-3                             | B. S. Education – 129 credit hours                | -Art and Music for Early Childhood – 2 credits  |
| 7. Central State University       | ECE PK-3                             | B. S. Education -124 credit hours                 | -Art for EC – 3 credits p. 93.<br>-Music for EC – 3 credits<br>-GE Arts – 6 credits             |
| 8. College of Wooster             | ECE PK-5 (Updated)                   | B.A. Education – 32                               | -GE Arts and Humanities – 6 credits   |

|   |  |                                  |  |
|---|--|----------------------------------|--|
|   |  | courses                          | -Integ Soc Stds & Arts - 3 credits   |
| <b>College/University</b>                 | <b>Program</b>   | <b>Degree</b>                    | <b>Required Arts Course</b>  |
| 9. Defiance College                       | ECE PK-3   | B. S. Education 120 credit hours | -HPE/Expressive Arts Practicum – 1 credit<br>-Expressive Arts – 4 credits  |
| 10. Franciscan University of Steubenville | ECE PK-5 Primary License                                   | B. S. 124 credit hours           | -Activities, Games, Drama – 3 credits<br>- Visual Arts & the Catholic Imagination 3 credits  |
| 11. Heidelberg University                 | ECE PK-3   | B.A. 120 credit hours            | -GE Fine Arts – 6 credits<br>-Integrated Arts in Early Childhood   |
| 12. Hiram College                         | ECE PK-5   | Baccalaureate 120 credit hours   | -GE Interpretive Methods – arts, music, literature 3 credits (Fulfilled – EDU25300)<br>-Integrated Fine Arts for Early Childhood – 3 credits                     |
| 13. John Carroll University               | ECE PK-3   | B.A. 120 credit hours            | -Core Curriculum – Integrated and Linked courses could be in the arts – 9 credits.<br>-Integrated Early Childhood Methods 111 - Movement and the Arts – 1 credit |
| 14. Kent State                            | ECE PK-5   | B.S. 122 credit hours            | -Kent Core – Fine Arts – 3 credits<br>-SS and the Arts in Preschool – 3 cr.  |
| 15. Lake Erie College                     | ECE PK-5   | B.A. 120 credit hours            | -GE Fine Arts – 3 credits  |
| 16. Lourdes University                    | ECE PK-3   | B.A. 120 credit hours            | -GE Art/Music – 3 credits ?<br>-Art for the Teachers of Young Children and<br>-Integrating Music into the Early Childhood Classroom – 3 credits                  |
| 17. Malone University                     | ECE PK-3   | B.S. 124 credit hours            | -GE Fine Arts – 3 credits<br>-Expressive Arts for Young Children – 3 cr  |
| 18. Marietta College                      | Special Education and Elementary Dual Licenses PK-5 (2021) | B.A. 120 credit hours            | -GE Artistic Expression – 6 credits  |
| 19. Miami University                      | ECE PK-3   | B.S. Education 124 credit hours  | -GE Creative Arts – 3 credits<br>-Arts Elective - 3 credits  |
| 20. Mount Vernon Nazarene University      | Elementary Education/Intervention Specialist PK-5          | B.A. 120 credit hours            | -GE The Arts -1 to 3 credit courses<br>-Art, Music, and Movement – 4 credits   |
| 21. Muskingum University                  | ECE PK-5   | B.S. 124 credit hours            | -GE Artistic Understanding and Expression – 3 credits  |

|                               |                          |   |   |
|-------------------------------|--------------------------|---|---|
|                               |                          |   | -The Arts in Early Childhood – 3 credits  |
| <b>College/University</b>     | <b>Program</b>           | <b>Degree</b>                               | <b>Required Arts Course</b>   |
| 22. Notre Dame College - Ohio | ECE PK-5                 | B.A.120 credit hours                        | -Music, Creative Arts and PE in ECE - 3<br>Fulfills a core arts requirement   |
| 23. Ohio Christian University | ECE PK-5                 | B.S.Ed 120 credit hours                     | -GE Fine Arts Elective – 2 credits<br>-Teaching Art in Early Childhood – 3 credits<br>-Teaching Music in Early Childhood – 3 cr.  |
| 24. Ohio Dominican University | Primary Education PK-5   | B.S.E. 120 credit hours                     | -GE Arts and Ideas – 9 credits<br>-Art 237 for Teachers – 3 credits   |
| 25. Ohio Northern University  | ECE PK-5                 | B.A. and B.S. 120 credits                   | -Visual arts in ECE– 2 cr.<br>-Music and movement in ECE – 2 credits<br>-Additional arts course for the B.A. 3 credits  |
| 26. Ohio University           | ECE PK-3                 | B.S. Education 123 credit hours             | -GE Fine Arts- 2 credit<br>-Play and Creativity in ECE – 3 credits  |
| 27. Ohio Wesleyan University  | ECE PK-3                 | B.A. 33.92 units or 126 credits             | -Teaching Art: Early Childhood -0.5 units<br>-Teaching Music: Early Childhood - 0.5 units<br>-Developmental Drama – 0.5 units<br>-Additional course in art, music, dance, theater – 1 unit (3.70 credits) |
| 28. Otterbein University      | ECE PK-5 Primary License | B.S. Education Studies 120-126 credit hours | -GE Creativity and Culture – 3 credits<br>-Teaching through the arts - 4 credits  |
| 29. Shawnee State University  | ECE PK-3                 | B.S.E.121 credit hours                      | -Art in the Curriculum – 3 credits<br>-GE Fine Arts – 3 credits   |
| 30. University of Akron       | ECE PK-3                 | B.S. 121 credit hours                       | -GE Fine Arts and Humanities – 9 credits.<br>At least one course in the fine arts<br>-Integrated Expressive Arts in EC – 3 cr.  |
| 31. University of Cincinnati  | ECE PK-5                 | B.S. 120 credit hours                       | -GE Fine Arts and Fine Arts Elect. – 6 credits  |
| 32. University of Dayton      | ECE PK-5                 | B.S. 124 credit hours                       | -GE Arts – 3 credits<br>-Integrating the Arts in the Curriculum – 2<br>-Integrating Music in the Curriculum – 3<br>-Early Childhood Art Education – 2 credits   |
| 33. University of Findley     | ECE PK-5 Updated         | B.S. 124 credit hours                       | -GE Fine Arts – 6 credits<br>-Integrating Literature and the Arts for ECE   |
| 34. U of Mount Union          | ECE PK-3                 | B.A. 128 credit hours                       | -GE Fine Arts – 3 credits   |
| 35. U. of Rio Grande          | ECE/Intervention PK-3    | B.S. 126 credit hours                       | -GE Fine Arts – 3 credits<br>-Art in the Curriculum – 3 credits   |



|                                 |  |  | -Music in the Curriculum – 3 credits  |
|---------------------------------|--|--|---|
| <b>College/University</b>       | <b>Program</b>   | <b>Degree</b>                          | <b>Required Arts Course</b>   |
| 36. University of Toledo        | ECE PK-5   | Bachelor of Education 134 credit hours | -GE Arts and Humanities – 6 credits<br>-Music Theory for Non-Majors – 3 credits<br>-Art Education for the Pre-primary and Primary Child – 3 credits |
| 37. Ursuline University         | B.A and Master Apprentice Program. Traditional education programs in dormancy status | B.A. 126 credit hours                  | -GE Art , Art Therapy, or Music – 3 credits   |
| 38. Walsh University            | ECE PK-5   | B.A. and B.S. 125 credit hours         | -GE Fine Arts – 3 credits   |
| 39. Wilmington College          | ECE PK-3   | B.A. 124 credit hours                  | -GE Fine Arts – 8 credits<br>-Integrated Fine Arts for Children – 2 credits<br>-Basic Movement and Motor for Young Children – 2 credits             |
| 40. Wittenberg University       | ECE PK-3   | B.A. 126 credit hours                  | -GE Fine and Performing and Literary Arts – 8 credits<br>-Integrating the Arts – 2 credits<br>-Art/Music/Theatre – 4 credits                        |
| 41. Wright State University     | EED PK-5   | B.S. 120 credit hours                  | -GE Arts and Humanities -3 credits  |
| 42. Xavier University           | ECE PK-3 ECE PK-5 in 2020  | B.S. 120 credit hours                  | -Creative Perspectives<br>-Early Years Integrated Art<br>-Art in Early Childhood  |
| 43. Youngstown State University | ECE PK-3   | B.S. 134 credit hours                  | -GE Arts and Humanities – 6 credits   |

Please Note: This survey is based on information about the course and credit requirements of teacher preparation programs in Ohio found on the websites of Ohio colleges and universities in November 2019. GE means General Education Requirements.