

**Mansfield University
Art Department
M. Ed. Art Education
Graduate Handbook**

2009-2010

Completed forms should be filed in the Art Department office.

Table of Contents

Section 1

- Graduate Art Faculty
- General Information
- Mission Statement
- Goals
- Financial Assistance and Graduate Assistantships
- Organizations
- Admission Requirements and Procedures
- Portfolio Review Requirements
- Portfolio Evaluation Report
- Exhibitions
- Core Requirements for Art Education Masters
- Art Studio and Art History Electives
- BSE Art Non-certified Evaluation Report
- BSE Art Certified Evaluation Report

Section 2

- Graduate Course Descriptions

Section 3

- Graduate Exhibition
- Graduate Pre-Exhibition Approval Form
- Graduate Exhibition Approval Form

Section 4

- Research Proposal Approval Form
- Graduate Research Proposal
- Research Paper/Thesis Project Timeline
- Research Paper/Thesis Project

Section 5

- Research Committee Form
- Research Committee Change Form
- Oral & Online Examinations
- Binding Research/Thesis
- Masters Completion Form

THE GRADUATE ART FACULTY

Dr. Bonnie L. Kutbay
Professor
bkutbay@mansfield.edu
Art History, Aesthetics

Dr. Martha Whitehouse
Assistant Professor
mwhiteho@mansfield.edu
Ceramics, Printmaking, Art Education, Photography, Aesthetics, Diverse Needs,
Supervisor of Student Teachers, Art Across the Curriculum

Michelle Schlegel
Associate Professor
mschlege@mansfield.edu
Graphic Design, 2-D Design, Advertising, Lettering, & Design, Seminar

Mr. Robert Geroux
Instructor
rgeroux@mansfield.edu
Intro to Art, Secondary Methods, Drawing, 3-D Design

Mrs. Ruth Anne Miller
Instructor
rmiller@mnsfld.edu
2-D Fibers, 3-D Fibers

Mrs. Carol Geroux
Instructor
cgeroux@mansfield.edu
Elementary Methods, Figure Drawing, Painting, Multicultural Crafts, History & Philosophy of
Art Ed

Martha Campbell
Instructor
mcampbel@mansfield.edu
Digital Photography, Computer Art, 2-D Design, Water Base Media,

Mr. Darryl Abraham
Instructor
dabraham@mansfield.edu
Sculpture, Furniture, Jewelry, 3-D Design, Drawing

Mrs. Laurie Buck
Department Secretary
lbuck@mnsfld.edu
(570) 662-4500

MASTER OF EDUCATION IN ART EDUCATION **GENERAL INFORMATION**

The Mansfield University Art Department has a rich tradition of providing quality education in art. During the 1960s, the Art Department expanded its offerings to include degree programs in Art Education and Art History. The college became Mansfield University, part of the State System of Higher Education in 1983.

In 2008, a Graphic Design Major was added as a collaborative degree with the Print Graphics track in the Art Department and the Motion Graphics track in the Communications Dept. The Master of Education in Art Education was introduced in 1978 with the online program starting in 2004.

MISSION STATEMENT

The Department of Art strives to attract talented, dedicated, and self-motivated graduate students in art education who wish to acquire a more informed understanding of the nature of the teaching of art through academic and professional research, studio studies, and reflective thinking. The conceptual framework advocates a model of art education that encourages students to become **instructional leaders**. One may select experiences and courses according to specific interests.

GOALS

The M. Ed. in Art Education is intended to balance academic and studio studies with an emphasis on research **which concludes** with each individual **submitting a research paper or thesis** which explores a certain aspect of art education. An **exhibition** option may be chosen instead of the written paper (see page 11). The program encourages a broad interpretation of the concept of art education that encompasses the role of art in people's lives, and the value of art to society.

FINANCIAL ASSISTANCE and GRADUATE ASSISTANTSHIPS

The Art Department is allotted one or two graduate assistantships each year. Assistants are required to work 18 hours per week. The 18 hours per week involve participation in assistance in method courses, some research, some clerical work, assistance with Visitation, and instructional assistance in undergraduate classes.

Students are encouraged to seek advice from the Office of Financial Aid on matters ranging from the preparation of a budget to the search for possible outside scholarships and grants. Loans are available for full-time students. Please contact the financial aid office by email or in person.

Organizations

Information concerning various professional and community organizations is presented at appropriate times in various classes and during advising sessions, both on a formal and informal basis.

Professional Organizations:

- National Art Education Association (students and faculty)
- Pennsylvania Art Education Association (students and faculty)
- Pennsylvania State Education Association
- National Education Association
- Art Students Guild (students)
- Art Acquisitions/Art Exhibitions (students)
- Eastern Art Association
- Northern Pennsylvania Arts Council
- American Association of State Colleges and Universities
- Pennsylvania Guild of Craftsmen
- Art History Association (students)

*Student Organizations:

***Graphic Design Guild.** The Mansfield University Student **Graphic Design Guild** is designed for students exhibiting an interest in *Graphic Design as a profession*, or persons demonstrating a general interest in the visual arts. The purpose of the club is to help broaden awareness of the arts within the Mansfield University student body, as well as into the community at large. The club sponsors trips to galleries and museums, organizes artist-talks and workshops by practicing artists, and helps prepare students with skills (such as slide taking) needed for entering the field of graphic design.

***Art History Association.** The Art History Association is an organization open to all students, faculty, and community members who express an interest in art from all cultures. Its many activities include the production of a yearly student journal, *Kaleidoscope*, which explores multiculturalism in art, art history, music, and poetry. The Association also provides one charter bus trip to New York City per year to visit art museums and galleries. On occasion, it also sponsors participation in the Creative Art Symposium.

***National Art Education Association.** The association's purpose is to educate and prepare future art teachers for a position in education. The club sponsors speakers and trips that deal with art education. It also sponsors 2 professional development events, Multicultural Arts (2 days in fall) and eArts:Sound & Form (1 day in spring). **Pennsylvania Art Education Association.** A state component of the National Art Education Association, it encourages participation in art education

issues and programs.

***Art Acquisitions and Exhibition Committee.** This committee is one of 90 student organizations that Mansfield University recognizes. Students that join this committee learn how to hang and take down professional and student artwork that is exhibited in the University Gallery. The committee plays a role in selecting exhibitors for the gallery and developing the exhibition calendar for each school year. An exhibition calendar consists of six exhibits per year that run for approximately one month each. It plans at least one major M.U. student exhibit and one M.U. faculty exhibit every other year. Students that are on the committee select artwork which is purchased with CCSI monies and become part of the university's permanent collection.

ADMISSION REQUIREMENTS AND PROCEDURES

Students must apply and be accepted to the Graduate School. After acceptance, students must contact the Art Department for a **portfolio interview** with the Art Faculty. Portfolios may be in electronic format (.jpeg or .gif files) in a PowerPoint presentation and sent on a CD to the Art Department. An undergraduate degree with **certification in Art Education is required**. Candidates with an undergraduate degree in another discipline can be considered for an on-campus post-baccalaureate art certification program, prior to admittance into the graduate program. An interview is required as well as the portfolio review for this program.

Deficiency in any studio course must be completed at the undergraduate level. **One can not take a graduate studio unless the student has completed that studio at the undergraduate level or has demonstrated an equivalent proficiency.** Students who have not had student teaching in art at the undergraduate level must take ARE 400 - Student Teaching, part of certification requirements in the post-baccalaureate program.

The Art Department has flexible criteria for candidates who may not have a strong portfolio. Candidates will be advised of any weaknesses in the studio visual elements. After the completion of twenty graduate credit hours, student must apply for master's degree candidacy by filing an "Intent to Graduate" form.

Mansfield University Art Department

Portfolio Review Requirements

The following guidelines are to be followed by all graduate students (including transfers) seeking admission to the Art Education Program.

1. Examples of two-dimensional art such as drawing, painting, or printmaking, collage, etc. This work should be presented in an attractive manner using clean-cut mats and proper backing support.
2. Examples of three-dimensional art such as sculpture, jewelry, textiles, ceramics, crafts, etc. Slides or photos of the work are acceptable.
3. Examples in the field of design which will employ knowledge of design relationships, color and lettering. These should be presented in an attractive manner using clean-cut mats and proper backing.
4. Other examples of creative endeavor in the visual arts. All work must be the original art of the applicant.
5. The quality of the portfolio and the personal interview will be used to assess the performance and academic capabilities of the applicant.
6. Deadlines for submission are: Fall admittance, prior to April 30th; Spring admittance, prior to November 15th.

Please contact the Art Department at (570) 662-4500 between the hours of 8 am and 4 pm to schedule a date for your portfolio review, or if you have any questions regarding the Art Department at Mansfield University. If you are an online Master's applicant, you may send a disc of .jpegs or PowerPoint.

Portfolio Evaluation

(12 - 24 PIECES)

NAME _____

DATE _____ FACULTY MEMBER _____

Circle one number: 1 lowest; 5 highest.
Make comments as necessary.

- A. OBSERVATIONAL DRAWINGS.....1.....2.....3.....4.....5
- B. 2 - D DESIGN.....1.....2.....3.....4.....5
- C. 3 - D DESIGN.....1.....2.....3.....4.....5
- D. ARTISTIC VOICE.....1.....2.....3.....4.....5
- E. SKETCHBOOK.....1.....2.....3.....4.....5
- F. COMPLETE PORTFOLIO.....1.....2.....3.....4.....5

COMMENTS: _____

MY RECOMMENDATION:

ACCEPT _____

REJECT _____



M. Ed. Art Education Program Requirements

I. Core Requirements: Art Education

12 Credit Hours Required

ARE 5534 Applications of Aesthetic Theory	3	
ARE 5535 Art for Students with Diverse Needs		3
ARE 5536 History & Philosophy of Art Education	3	
ARE 5537 Art Across the Curriculum	3	

II. Studio

6 Credit Hours Required

ART 55** Any 2 graduate level studio of choice 6

ART 5548 Drawing (3cr)
ART 5501 Painting (3cr)
ART 5512 Crafts (3cr)
ART 5513 Water Base Media (3cr)
ART 5518 Photography (3cr)
ART 5530 Digital Photography (3cr)
ART 5531 Printmaking (3cr)
ART 5545 2-D Fibers (3cr)
ART 5546 3-D Fibers (3cr)
ART 5550 Figure Drawing
ART 5551 Metalcraft (3cr)
ART 5571 Ceramics (3cr)
ART 5581 Sculpture (3cr)
ART 5593 Special Topics (3cr)

III. Art History Requirements

6 Credit Hours Required

Any 2 Graduate Level Art History of Course of choice 6

ARH 5501 Cultural Origins of Art (3cr)
ARH 5503 Art of the 15th & 16th Centuries (3cr)
ARH 5504 Major Trends in Art of the 17th & 18th centuries (3cr)
ARH 5505 Major Trends in Modern Art (3cr)
ARH 5507 Empires of the World through Art (3cr)
ARH 5508 Art and Mythology of Ancient Greece (3cr)
ARH 5510 Women in Ancient Greek Art (3cr)
ARH 5520 Art of the Americas (3cr)
ARH 5527 Major Trends in Architecture (3cr)

ARH 5528 Major Trends in American Art (3cr)
ARH 5529 Major Trends in the Graphic Arts (3cr)

IV. Research/Thesis/Exhibition
6-9 Credit Hours Required

ARE 5594 Qualitative Methods of Research in Arts Education 3

Choose one:

ARE 5598 Research Paper 3 (must take 3 hour elective)
ARE 5599 Thesis 6
ART 5596 Graduate Exhibition 6

V. Electives
3 Credit Hours if Research Paper is chosen

ARE 5540 Art in the Community 3
EDTL 603 Educational Assessment Strategies (LH) 3
EDTL 604 Designing Assessments Using
Performance Standards (LH) 3
EDTL 609 Classroom Management and Control (LH) 3
EDTL 618 Understanding the Role of Cognition and
Social Skills in the Classroom (LH) 3
ED 5505 Educational Psychology (MU summer offering)

Total 33 Credit Hours

LH indicates that Lock Haven University is offering the course otherwise all other courses are offered by Mansfield University.

By accepting admission into this program, I understand that some of the coursework may be delivered by another state system university. I understand that credit & grades will be transferred seamlessly as a result of this collaborative program.

Student's Signature

Date

EXHIBITIONS

Graduate art students are encouraged to participate in Student Art Shows and other exhibitions both local and regional.

A graduate degree candidate may present an exhibition of creative work as part of the plan of graduate studies final practice-based research project – see ART 5596 Exhibition. All artwork must be evaluated by the Art faculty prior to showing.

An exhibit area in the University Gallery may be reserved for an exhibition by contacting Art Acquisition & Exhibition Committee or University Gallery Director, Bob Geroux (rgeroux@mansfield.edu or 570-662-4502). However, students may exhibit their work anywhere on campus, in the immediate area, or in their community.

Exhibition Guidelines

Artwork

1. It is recommended that show consist of **15-20 pieces** of art completed during the M.Ed. program.
2. All 2-D work must be **matted and framed** or when appropriate, just framed.
3. All 3-D work must be displayed in a suitable manner to facilitate the best view.

Identification & Artist's Statement

4. All work must have a **title card** that includes title, date finished, media, price or N.F.S. and a consecutive number corresponding to the number of pieces in the exhibition.
5. Title page of all numbered works must be displayed near artist's statement.
6. **Artist Statement:** a concise writing pertaining to the artist's vision of their work at this point in their life. May be reflective on pieces in the show or a more general statement about their inner development as an artist.

Advertising

8. A press release must be composed and sent to MU Public Relations Department with dates and time of exhibition and/or opening about 2-3 weeks in advance.
9. Send postcards for advertising the show and/or opening.

GRADUATE COURSE DESCRIPTIONS

Art Education

ARE 5533 Administration and Supervision of Art Education - 3 Cr.

The investigation and identification of the roles, duties, and responsibilities of art administration and art supervisors. Review the development and implementations of art programs in the public schools and in other environments with practical application directed toward the student's present position.

ARE 5534 Application of Aesthetic Theory (online) – 3 Cr.

The concept of relating philosophic application of art and aesthetic content to the nature and comprehension of creativity.

ARE 5535 Art for Students with Diverse Needs (online) – 3 Cr.

An exploration of types of characteristics of children who are special: either gifted, physically/ emotionally disabled, or culturally disadvantaged. Strategies for art experiences in both inclusive & self-contained classrooms.

Prerequisite ED 2205.

ARE 5536 History & Philosophy of Art Education (online) – 3 Cr.

This course entails an exploration of the History of art education and its past and present Philosophies and Theories. Students will examine how socio-cultural forces and events have impacted art education. Current trends and research in art education will be looked at in depth.

ARE 5537 Art Across the Curriculum (online) – 3 Cr.

This course explores methods for incorporating art into other subjects. Students will learn how to develop interdisciplinary (integrated) lessons that address multiple intelligences, are intellectually stimulating, and help develop children's problem-solving skills.

ARE 5540 Art in the Community - 3 Cr.

The course looks at the specific needs for community programs that are settings for an art educational experience outside the K-12 classroom. Nursing homes, pre-schools, after-school program, and institutional settings will be the focus of the observation and participation element of the course.

ARE 5590 Art Education in the Elementary Curriculum - 3 Cr.

A survey of programs in the elementary schools. An investigation of vibrant and imaginative strategies of teaching with emphasis on revitalizing the elementary art curriculum to meet the needs of today's children.

ARE 5593 Art Education in the Secondary Curriculum - 3 Cr.

An intensive appraisal of teaching strategies, methods and techniques in the secondary school. Emphasis on investigation and exploration of problems with methods for improvement and practical change.

ARE 5594 Qualitative Methods of Research in Arts Ed. (Online) – 3 Cr.

This course is designed to acquaint students with qualitative research methods. The course touches on the difference between quantitative approach and the qualitative approach and how to combine both approaches when needed. The course is also designed to help the participants in developing the proposal of their final research paper.

ARE 5598 Research (Online) – 3 Cr.

After completion of all required course work candidates for the M.Ed. in Art will submit a proposal to their advisor outlining a research topic according to required standards. Candidates will complete a written scholarly document for presentation to the graduate committee. Candidates will be required to successfully defend their research paper through an oral examination. Graduate students will also be required to prepare and exhibit their artwork as evidence of their mastery of the studio portion of the discipline.

ARE 5599 Thesis (Online) – 6 Cr.

After completion of all required course work candidates for the M.Ed. in Art will submit to their advisor a proposal to conduct *original research*. Candidates will be required to conduct their research according to the approved proposal and write a scholarly document over their research for presentation to the graduate committee. Candidates will be required to successfully defend their research paper through an oral examination. Graduate students will also be required to prepare and exhibit their graduate artwork as evidence of their mastery of the studio portion of the discipline.

Art History- (all courses online)

ARH 5501 Cultural Origins of Art – 3 Cr.

A travel-study seminar abroad visiting various countries around the world. The course is planned as an intensive study of the humanities and cultures from which various art styles emerged. Lectures will be conducted throughout the tour by the director.

ARH 5502 Art of the Far East - 3 Cr.

Introduction and some in-depth study of Eastern Art. Cultural areas and arts covered are: India, China and Japan. Method of teaching involves reading,

lectures, discussions, museum visits, films, a research and a specialized topic and an oral report on the topic. Students are encouraged to investigate resources, art monuments, collections, objects and philosophy.

ARH 5503 Art of the 15th and 16th Centuries – 3 Cr.

The study of architecture, sculpture and painting in Italy, Flanders, Germany, France, and Spain of the 15th and 16th centuries, emphasizing the characteristics and influences of the Renaissance and Post-Renaissance periods.

ARH 5504 Major Trends in Art of the 17th and 18th Centuries – 3 Cr.

A comprehensive study of major contributions of European art and architecture during the seventeenth and eighteenth centuries.

ARH 5505 Major Trends in Modern Art – 3 Cr.

A study of the major movements in modern art since the late nineteenth century, with analysis of techniques and concepts in their historical context; close attention to the characteristics and significance of the work of leading figures and the movements considered.

ARH 5506 History of African-American Art – 3 Cr.

An investigation of contemporary African-American artists and their contributions to American society. An in-depth look into African-American history and its effect on art today.

ARH 5507 Empires of the World Through Art – 3 Cr.

A study of how the art and architecture of various empires were used as images of power and political statement. The Roman, Byzantine, Holy Roman, Ottoman, Russian, and British Empires will be examined.

ARH 5508 Art and Mythology of Ancient Greece - 3 Cr.

A study of the relationship between art and mythology in ancient Greece from the Bronze Age through the Classical and Hellenistic periods.

ARH 5509 Women in Art – 3 Cr.

A study of the accomplishments and contributions of women in art and architecture from antiquity to the twentieth century. Women as subjects in art will also be examined, with emphasis on the cultural and artistic milieu in which they are represented.

ARH 5510 Women in Ancient Greek Art – 3 Cr.

A study of women in ancient Greek art with emphasis on the cultural and artistic milieu in which they are represented.

ARH 5520 Art of the Americas – 3 Cr.

A comprehensive study of the art and architecture of the traditional Native Americas, with emphasis on regional styles and cultural interpretation.

ARH 5527 Major trends in Architecture - 3 Cr.

Comprehensive study of the history of monumental buildings. Cultural trends, historical innovations, and individual contributions will be examined.

ARH 5528 Major trends in American Art – 3 Cr.

A study of the major trends in the art and architecture of the United States from the colonial period to the present.

ARH 5529 Major trends in the Graphic Arts – 3 Cr.

A comprehensive study of the Graphic Arts, with emphasis on the traditional printmaking processes of relief, intaglio, lithography, and serigraphy.

Studio Art

ART 5501 Painting – 3 Cr.

The student is expected to concentrate either on advancing skills in media with which he or she already has some depth of experience, or to pursue experiments in unfamiliar media to increase breadth of knowledge.

ART 5513 Water Based Media – 3 Cr.

An in-depth study of transparent watercolor techniques and acrylic polymer techniques. Studio explorations will constitute the major portion of the course.

ART 5517 Fibers - 3 Cr.

The creative application of the principles and elements of design and color theory to fibers and fabrics. Techniques may include weaving, rug making, dyeing processes, basketry, macramé, crochet and lace making.

ART 5518 Photography - 3 Cr.

An advanced course dealing with using photographic techniques in both traditional and experimental areas of photography. The course is designed for those teachers with photography experience who wish to develop photographic areas of study in their classroom.

ART 5540 Art in the Community – 3 Cr.

The course looks at the specific needs for community programs that are settings for an art educational experience outside of the K-12 classroom. Nursing homes, pre-schools, and day care facilities will be the focus of the observation and participation element of the course. This is an interdisciplinary course with Nursing Leadership Program. *Prerequisite: Graduate Art Education Status*

ART 5520 Graduate Art Seminar – 1 Cr.

This course was designed to meet the needs of graduate students who are not currently employed as in-service teachers or new graduate students who have not taken Art Seminar (ART 4403) as an undergraduate at Mansfield University. Art Seminar provides students with the opportunity to further exchange ideas, enhance critical dialectic, and to participate in activities relevant to professional artist and art educators. In addition, students enrolled in Graduate Art Seminar will compile, focus, reflect, and organize their educational experience at Mansfield University into an electronic vita and professional portfolio. Students will be expected to give oral presentations. This course will further prepare Master of Education (M.Ed.), Art majors for a career in teaching.

ART 5530 Digital Photography – 3 Cr.

A course designed to learn the digital camera in acquiring images, in preparing them on the computer for print and in presenting prints in various formats. This course will sharpen the ability to recognize and develop a personal view of the world through photography.

ART 5530 Advanced Digital Photography – 3 Cr.

An advanced course designed to focus on various techniques in shooting and digitally processing images with the purpose of developing communication skills and artistic visual language.

ART 5431 Printmaking - 3 Cr.

An exploration into the printmaking processes of woodcut, lithography, serigraphy, calligraphy, etching and engraving with emphasis on their use for creative expression.

ART 5538 Multicultural Crafts – 3 Cr.

Development and experimentation in basic and specialized area of the crafts. Students will research and explore various techniques, processes and materials to gain an in-depth skill and knowledge in specific crafts. Media will include: wood, metal, plastic, paper, fibers and natural materials as well as synthetic material.

ART 5546 3-D Fibers - 1-6 Cr.

Fibers constructions used by ancient peoples to create textiles. Felting leads to spinning. Knitting and knotless netting lead to weaving and basketry. The floor looms are used to explore color and pattern in woven textiles.

ART 5548 Drawing - 3 Cr.

An opportunity for the serious drawing student to translate original responses into visual statements that are inventive and personal. Investigators and

explorations aimed at developing individual skill, vision and organizational concepts. Awareness of current tastes in the art of drawing will be considered. Stress on dialogue between teacher and student plus group interaction.

ART 5550 Figure Drawing – 1-6 Cr.

Drawing course concentrating on the visual language of the proportion, gesture, and composition of the human figure. Focus will be on the figure as inspiration, subject matter, abstraction and personal narrative. Exploration of ideas, techniques and “master” works included.

ART 5551 Metalcraft - 3 Cr.

A studio course in applied metal design and advanced techniques in metalcraft. Project assignment will be based on student's prior experience and interests in metal. Students will be exposed to a wide variety of methods of manipulating and fabricating metal forms. Student exposure will also include various methods of casting metal.

ART 5571 Ceramics - 3 Cr.

An advanced studio course for the art teacher interested in bringing the importance of ceramics (past and modern world) to his or her students.

ART 5581 Sculpture - 3 Cr.

A studio course in three dimensional concepts and advanced techniques in sculpture. Project assignment will be based on student experience and interests in sculptured forms. Students will have the opportunity to work additively or subtractively in wood, stone, metal and to receive exposure to foundry casting.

ART 5593 Special Topics – 1-6 Cr.

The course is constructed each time it is offered to address different contemporary historical issues, media, and/or techniques of importance in art and art education.

ART 5595 Special Projects - 1-6 Cr.

An art project undertaken by an individual with special needs, special interests or special problems in art or art education. Project goals will be mutually developed by the student and instructor.

Permission of the instructor, chairperson and associate provost are required.

ART 5596 Exhibition -6 Cr. – see page 11

RESEARCH/ THESIS PROJECT

All graduate students are required to complete a research project during their final semester of study. You have your choice between a 3 credit research paper and a 6 credit thesis. A thesis involves creating your own study and presenting new data, while a research paper involves an in-depth exploration of pre-existing data.

Graduate students must meet with their academic advisor before registering for their final semester of coursework in order to form their graduate committee and their research topic. Your advisor will assist you with choosing a committee chairperson who will take your research project on as a 3 or 6 credit thesis Independent Instruction course. You will also need to approach one or two other faculty members, who may be from outside of the department, to be on your committee. It is recommended that you choose faculty members from fields related to your research topic.

Your research proposal and confirmed graduate committee must be included with your Independent Instruction proposal, which will be approved by the university provost prior to the course being added to your schedule.

Dates for completion of Research/ Thesis paper:

1. Select a Graduate Committee of two or three faculty members (1 chairperson and 1-2 other professors) **before** scheduling your final semester of coursework.
2. Consult your committee chairperson to set up a timeline for regular meetings and deadlines concerning your research progress.
3. Once your committee chairperson has approved your rough draft, final copies are to be prepared and distributed to each committee member **at least one full week prior to your assigned presentation (“orals”) date.**
4. **Research presentations are scheduled for the week prior to final exams.**
5. Three copies of the **Research Approval Form** should be brought to the presentation to be signed by each committee member.
6. Once your research project has been approved by your committee, three final copies are to be printed on heavy stock paper and delivered to the library **by the student** for binding. A charge is applied for binding.

IMMEDIATELY UPON COMPLETION OF ORAL or ONLINE PRESENTATION

No grade can be submitted until this is completed. After binding, a copy of the bound research/ thesis paper must be given to the following:

- a. North Hall Library
 - b. Art Department
 - c. Student Copy
6. Statement to Graduate Dean of Completion of program completed by committee chairperson.
7. **GRADUATION**

The main sections of the thesis or research paper are:

THE PRELIMINARY PAGES

Title Page
Approval page
Abstract
Table of Contents
List of Tables
List of Figures (or Illustrations)
List of Abbreviations (optional)
List of Symbols (If appropriate)
Acknowledgements (optional)

THE MAIN BODY

Introduction
Content Chapters
Conclusion – include recommendations

THE BACK PAGES

Appendices
Glossary (optional)
Reference page
Index (optional)

This list indicates the order in which to place the parts of the research paper or thesis. All sections are mandatory unless designated as optional by your research committee or department chair.

THE PRELIMINARY PAGES

A. TITLE PAGE -Required.

The title page is to be done in APA format and is counted without the number appearing on the page

B. APPROVAL PAGE -Required.

To be added by you like the one on page 37.

C. ABSTRACT -Required.

The abstract is a concise summary of the research/ thesis project, intended to inform prospective readers about its content. It contains a brief description of the problem, a brief statement about the method or procedures used, and the results or conclusions. Although it may extend beyond one page, the abstract should not exceed 350 words. An abstract should not include internal headings, parenthetical citations of items listed

in the reference section, diagrams, or other illustrations. The abstract follows the signatory/approval page and has the heading ABSTRACT at the top. Like the text, it must be double spaced. It always begins on page iii. Type number on page.

D. TABLE OF CONTENTS -Required.

Type number on page (iv).

The table of contents is essentially a topic outline of the research paper/ thesis. It is compiled by listing the headings in the paper. You may include only first-level headings, first- and second-levels, or all levels. Keep in mind that there usually is no index in a research paper/ thesis, and thus a fairly detailed table of contents can serve as a useful guide for the reader. The table of contents must appear immediately after the abstract and should not show a listing for the abstract, the table of contents itself, the frontispiece, the epigraph, or the vita. It should include everything that appears after the table of contents, including the list of figures, tables, etc.

E. LIST OF FIGURES, TABLES, OR ILLUSTRATIONS (Type number on page).

Required if figures appear in the research paper/ thesis. Includes charts, graphs, illustrations, diagrams, maps, pictures, photographs and other similar non-text items. Include a separate list on a separate page for each type of illustrative material, even if there is only one example of each. Lists must contain enough of the titles or descriptions so that readers can locate particular items using the list. Lists must contain the page number on which each table, figure, or illustration is found. List the number, caption, and page number of each figure, including any found in the appendices. Figures and tables should be numbered consecutively throughout.

F. LIST OF ABBREVIATIONS (or List of Symbols, or Nomenclature) (Optional).
(Type number on page).

G. ACKNOWLEDGMENTS (Optional).

Required if permission to reproduce
Copyrighted material is necessary. Center the heading
AKNOWLEDGMENTS at the top of the page, double space, and begin the
remarks.

H. EPIGRAPH, FRONTISPIECE, OR DEDICATION (optional).

THE MAIN BODY

INTRODUCTION (*start page one here*)

An introduction may be chapter 1 or it may precede chapter 1, but it must be numbered as part of the text, not as part of the preliminary pages.

CHAPTER head pages

Begin each chapter on a new page. Do the same with each element of the front matter (list of tables, acknowledgments, etc.), the reference section, and each appendix. Try to avoid typing a heading near the bottom of a page unless there is room for at least two lines of text following the heading. Instead, you should simply leave a little extra space on that page and begin the heading on the Next page. Be consistent.

REFERENCES or works cited (Documentation of Sources in Text)

Source citations are required in the text whenever you use a direct quotation, paraphrase another author's words, or include specific information that is not common knowledge (and is not the result of your own research reported in the research paper/ thesis).

APA Citations

Research and Thesis papers are to be written using APA (American Psychological Association) format including in-text citations and reference pages. If you do not own a copy of the APA Publication Manual, it is recommended that you take time to familiarize yourself with the copy available at the North Hall Library reference desk.

The following APA format information has been included for quick reference:

In text examples for referring to another work or study:

Jones (1998) compared student performance ...

In a recent study of student performance (Jones, 1998),...

In 1998, Jones compared student performance ...

If there is no author to cite, such as when you are citing a web page that lists no author, use an abbreviated version of the title of the page in quotation marks to substitute for the name of the author.

A similar study was done of students learning to format research papers ("Using APA," 2001).

Always provide page numbers for quotations.

“The majority of teachers polled felt that standardized testing was detrimental to the learning experience” (Smith, 1998, p. 332).

Various APA Referencing: (Reference Page)

BOOKS

Two to six authors

4.16 #23

Mitchell, T. R., & Larson, J. R., Jr. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York: McGraw-Hill.

Group author as publisher

4.16 #24

Australian Bureau of Statistics. (1991). *Estimated resident population by age and sex in statistical local areas, New South Wales, June 1990* (No. 3209.1). Canberra, Australian Capital Territory: Author.

Edited book

4.16 #25

Gibbs, J. T., & Huang, L. N. (Eds.). (1991). *Children of color: Psychological interventions with minority youth*. San Francisco: Jossey-Bass.

No author or editor

4.16 #26

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA:
Merriam-Webster.

Article or chapter in an edited book, two editors

4.16 #34

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III & F. I. M. Craik (Eds.). *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

Chapter in a volume in a series

4.16 #36

Maccoby, E. E., & Martin, J. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Series Ed.) & E. M. Hetherington (Vol. Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (4th ed., pp. 1-101). New York: Wiley.

Encyclopedia articles If article has no byline, place the title in

the author position

4.16 #38

Bergmann, P. G. (1993). Relativity. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Government document

4.16 #41

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

Educational Resources Information Center (ERIC) microfiche 4.16 #43

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED346082)

Thesis or dissertation 4.16 #54 & 57

Almeida, D. M. (1990). *Fathers' participation in family work: Consequences for fathers' stress and father-child relations*. Unpublished masters thesis, University of Victoria, Victoria, British Columbia, Canada.

Bower, D. L. (1993). Employee assistant programs supervisory referrals: Characteristics of referring and nonreferring supervisors. *Dissertation Abstracts International*, 54 (01), 534B. (UMI No. 9315947)

PERIODICALS

One author; journal paginated through year 4.16 #1

Mellers, B. A. (2000). Choice and the relative pleasure of consequences.
Psychological Bulletin, 126, 910-924.

Two to six authors; journal paginated by issue **4.16 #2**

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.

Magazine article (as opposed to a scholarly journal) **4.16 #6**

Kandel, E. R., & Squire, L. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science*, 290, 1113-1120.

Newspaper article **4.16 #9**

New drug appears to sharply cut risk of death from heart failure. (1993, July 15).
The Washington Post, p. A12.

Entire issue of a journal **4.16 #12**

Barlow, D. H. (Ed.). (1991). Diagnoses, dimensions, and DSM-IV: The science of classification [Special issue]. *Journal of Abnormal Psychology*, 100(3).

Book review**4.16 #63**

Schatz, B. R. (2000). Learning by text or context? [Review of the book *The social life of information*]. *Science*, 290, 1304.

NONPRINT MEDIA**Motion Picture or videotape****4.16 #65**

Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Videotape]. United States: Paramount Pictures

Audio recording**4.16 #70**

Costa, P. T., Jr. (Speaker). (1988). *Personality, continuity, and changes of adult life* (Cassette Recording No. 207-433-88A-B). Washington, DC: American Psychological Association.

Internet article based on print source**4.16 #71**

Fandangos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research*, 5, 117-123.

Internet-only journal article

4.16 #72

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

Multipage Internet document (use (n.d.) when there is no

known date)

4.16 #75

Henry, E. (2005, January 25). *Rice confirmed as secretary of state: Ex-national security adviser first black female to hold office*. Retrieved January 26, 2005, from <http://www.cnn.com/2005/ALLPOLITICS/01/26/rice.confirmation/index.html>

Electronic copy of a journal article, from database

4.16 #88

Borman, W. C., Hanson, M.A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology*, 78, 443-449. Retrieved October 23, 2000, from PsycARTICLES database.

Abstract from a secondary database

4.16 #90

Fournier, M., de Ridder, D., & Bensing, J. (1999). Optimism and adaptation to multiple sclerosis: What does optimism mean? *Journal of Behavioral Medicine*, 22, 303-326. Abstract retrieved October 23, 2000, from PsycINFO database.

THE BACK PAGES

APPENDIX or APPENDICES

Material that supports the research, but is not essential to an understanding of the text, is placed in the appendices. Examples include raw data, extensive quotations, and survey or test instruments.

Appendices should be designated A, B, C, etc. If there is only one appendix, it is simply called Appendix, not Appendix A. Each appendix and its title (for example, Appendix A, Raw Data for Time-to-Degree) are listed in the Table of Contents. A separate display page, giving the appendix designation and title, may precede each appendix. If used, the page number of the display page is the one listed in the Table of Contents.

All material included in the appendices must meet minimum font and margin requirements.

GLOSSARY (optional)

ENDNOTES (optional)

BIBLIOGRAPHY

Bibliographies may be single-spaced within each entry, but must be double-spaced between each entry.

INDEX (optional)

FORMAT

Titles of Sections

The following sections must be titled accordingly, and should be in all capital letters. All titles are centered for the preliminary pages.

ABSTRACT
ACKNOWLEDGMENTS
TABLE OF CONTENTS
LIST OF TABLES
LIST OF FIGURES (or LIST OF ILLUSTRATIONS)
LIST OF ABBREVIATIONS
LIST OF SYMBOLS
PREFACE
APPENDIX
ENDNOTES
BIBLIOGRAPHY (or REFERENCES, or WORKS CITED)

Font

Use a font size of 12. The only allowable exceptions to this font size are captions (not smaller than 9 point) and headings (not larger than 20 point).

Use of italics is restricted to foreign words, book or periodical titles, artwork titles, taxonomic names, letters used as statistical symbols or algebraic variables, test scores and scales, and judiciously placed special emphasis.

Margins

ALL pages must have the following: 1.5" left margin 1" top, bottom, and right margins

Paper

White bond paper, 8.5" x 11", with a watermark indicating 25% (or higher) cotton content, 20#-25# weight, is required. Exceptions are allowed only for photographic plates and pocket material.

Page numbering

All preliminary pages are numbered with lower case Roman numerals, centered at the bottom of the page, with the bottom of the number at least 1/2 inch from the edge of the page. The exceptions are the title page and the approval pages, which are counted but not numbered.

Your **text** begins with the first page of chapter 1, or the introduction. This page is counted as page 1, but not numbered. No page number appears

on the first page of each chapter, the first page of the reference list or bibliography, or the title pages of appendices. The text is numbered with arabic numerals placed in the upper right-hand corner, 1 inch from the top edge of the page and 1 inch from the right edge of the page. Begin numbering with page 2. All subsequent pages are numbered throughout the dissertation, including cover pages, tables and figures, references, and the appendices. Allow at least one double space between the page number and the first line of text on each page. The text begins two spaces below the page number or approximately 1.5 inches from the top. There are to be no running heads in your document, only page numbers.

The **text** of the thesis is usually divided into chapters and often includes introductory and concluding sections, which may or may not be designated as chapters. You will probably also need subheadings within the chapters to indicate the orderly progression of topics and their relation to each other. In any case, you should decide on an appropriate system of headings and apply it consistently throughout the thesis, including front and back matter.

Spacing

Double space throughout, with the exception of the title page, approval page, captions, table or figure headings, extensive quotations, footnotes or endnotes, entries in the references section, entries in the Table of Contents, and appendices.

Divisions and subdivisions - Style Manuals .

If the text is divided into chapters or subdivided into sections, any of the methods given in the standard style manuals may be used to identify the divisions. Whatever style is chosen, it must be followed consistently throughout. A heading or subheading should never appear at the bottom of a page without at least two lines of text under it.

Tables and Figures.

Margins

All illustrative materials must maintain the same margins as the rest of the research paper/ thesis.

1.5" left margin

1" top, bottom, and right margins

Minimum font size is 9.

Placement within text.

Figures and tables should be placed close to their reference within the text, preferably on the same page. Alternatively, they may be placed at

the end of each chapter. Whatever method is chosen, it should be followed consistently throughout.

They may be placed on a page with no text above or below, or they may be placed directly into the text. If a table or figure is placed directly into the text, text may appear above or below the table; no text may wrap around the table, i.e., text may not flow on the side of tables and figures.

If a table or a figure is alone on a page (with no narrative), it must be centered within the margins on the page.

Figure and table numbering must be either continuous throughout the research paper or thesis.

Captions of **tables** must be placed at the **top** of the table. While there are no specific rules for the format of table captions and figure captions, a consistent format must be used throughout the research paper /thesis. The captions of figures and tables may be single-spaced, but, if this is done, then all captions for all figures and tables must be single-spaced. Captions of **figures** must be placed at the **bottom** of the figure. If the figure takes up the entire page, the figure caption must be placed alone on the preceding page and centered vertically and horizontally within the margins.

Each page receives a separate page number. When a figure title is on a preceding page, the second and subsequent pages of the figure must say, for example, Figure 5 (Continued). The first page of data does not have the caption with the word "Continued." In such an instance, the List of Figures will list the page number containing the caption. The word 'figure' must be written in full (not abbreviated), and the 'f' must be capitalized, for example: **Figure 5**.

Refer to all tables and figures by number, not by a phrase such as "the following table".

If a table or figure is more than one page, the second and subsequent pages must say at the top either Table 5 (Continued) or Figure 5 (Continued), and the caption is omitted.

Figures done with software are acceptable if the figures are clear and legible. Legends and titles done by the same process as the figures will be accepted if they, too, are clear and legible and at least 10 or 12 characters per inch. Otherwise the legends and captions must be printed with the same font that is in the text.

All graphs, diagrams, line drawings, manuscript facsimiles, maps,

chemical formulas, computer printouts, musical scores, etc., included in the body of the research paper or thesis must be on archival paper and must be produced by acceptable permanent methods. Pages must not vary from the standard size of 8 1/2 x 11 inches. Plan the illustrative materials so they can be reduced to meet this specification. They must be centered between the margins on a page with no text above or below. Exceptions to this rule are discussed in the section on foldouts.

For reduction of material, always use machines that can reduce one percent at a time. If figures or tables are too large to be reduced satisfactorily, they must either be split into several pages or be redone. Long tables may be single spaced, and text may be slightly reduced. Page numbers and headings must not be reduced. All lettering must be clear, readable, and large enough to be legible on microfilm. All lettering, including subscripts, must still be readable when reduced 25% beyond the final version. The white space around the text or figures must meet all margin requirements.

Oversize Pages.

In order to maintain the legibility of a group of tables and figures, it may be necessary to place them on an oversize 11" x 17" page. The 11" left edge must have at least a 1.5" margin. Fold the page so that the left and right edges are aligned with the other pages of the thesis. Folds should be at 1.5" from the left side or 1" from the right side to avoid damage to the oversize page in the trimming and binding process. The page number must appear in the same location as other pages.

Foldouts. Foldouts are discouraged. However, if large tables, illustrations, etc., cannot be placed in the regular 8 1/2 x 11 inch format, then 11 x 17 inch archival (if available) paper may be used. The same margin requirements apply: 1 1/2 inches on the left and one inch on the top, bottom, and right. This leaves an area of 9 x 14 1/2 inches to be filled with text. The student must not fold these pages; roll them and put them in a mailing tube. If material is larger than 11 x 17 inches, such as a map or drawing, it should be placed in a tube with the student's name, degree, and year of conferral written on the tube. If possible, those insertions should also be on archival paper.

For a master's thesis: take the foldouts in a tube to the bindery. They will create a pocket on the back of the bound thesis and insert the materials in that pocket. Include a copy of all foldouts for each copy of the thesis to be bound. Be sure to mention in the text that loose materials are included in the pocket of the thesis.

Use of Color.

You may use color in illustrations.

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An alternative to using actual photographs is to prepare the original using a photograph which is mounted (either permanently or in a temporary fashion) onto a page which has the correct page number and figure caption. This page can then be photocopied, using a color laser photocopier, directly onto the archival paper required for final submission. The resolution is usually high using this process, which works for black-and-white photographs as well. Some copy centers will color-copy onto archival bond.

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The primary intent of the research paper/ thesis is to communicate the results of your research to the scholarly community. For this reason, your research should not include any information that is restricted.

Overall appearance

The research paper or thesis that is submitted to the Graduate School must be free from errors. APA formatting must be strictly followed. All corrections should be made before the final copy is printed. Overstrikes, cross-outs, handwritten additions or corrections, lines from paste-ups, dots or shading in the background, smudges, and **use of correction fluid are not acceptable in the final copy.**

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Upon final approval from your advisor, email and send a hardcopy to the members of your committee. This should happen at least one week before your oral presentation of your research. Usually the master's degree candidate gives a PowerPoint "condensed version" presentation of the research that was written in the more comprehensive paper. Faculty members on the committee are invited to ask questions of your work and also return the hard copy with any problem areas highlighted for final review. At that time, if your paper and oral presentation are approved, members will sign the 3 approval pages that will begin each of your 3 final copies.

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When all of the questions and issues have been address and corrected within the paper, it is time to make the **final three copies** for binding. Use at least 24# or higher weight paper to print out. Send those 3 copies with the signature sheets to the North Hall Library, There will be a fee for binding (approx. \$65) so check with the library to see what the current charge is and to whom to send your copies. (570-662-4670) You will receive a bound copy, one will be placed in the library and one in the Art Department.

**M. ED. – ART EDUCATION
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Research committee: By signing below you are verifying that you have examined a copy of the research proposal submitted by the above named candidate and you have approved the research. This form must be attached to a copy of the research proposal and be placed in the student's file.

(committee chair) (date)

(committee member) (date)

(committee member) (date)

.....

(student signature)

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Date Filed: _____

Developed: Fall 2002

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Faculty members: by signing below you agree to serve on the above named student's **graduate committee**. You agree to follow the guidelines for the M. Ed. –Art research/thesis development and completion. You also agree to over-see the student's exhibition/presentation and participate in the orals required of the research paper/thesis.

Faculty member:

Date:

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(Committee member)

(Committee member)

.....

Student Signature:

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Graduate student: _____

Student ID number: _____

Academic Advisor: _____

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Helpful Format Sources

<http://www.apastyle.org/>

Boyd, J. & Etherington D. (1986). *Preparation of Archival Copies of Theses and Dissertations*. Chicago: American Library Association.

Day, Robert A. *How to Write and Publish a Scientific Paper*. (5th ed.). (2000). Boulder, CO: NetLibrary, Inc.

Publication Manual of the American Psychological Association. (5th ed.). (2002). Washington, D. C.: American Psychological Association.

Strunk, W., Jr. & White, E.B. *The Elements of Style*. (4th ed.). (1999). Boston: Allyn and Bacon.

Turabian, K. L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. (6th ed.). (1996). Chicago: The University of Chicago Press.