

Rhode Island School of Design | Division of Graduate Studies

**Department of Teaching + Learning in Art + Design**

**ARTE 671G: Thesis Research**

*Fall Semester 2013*

*Alternate group and individual meetings Wednesday 4:30-7:30 pm*

*CIT Room 217*

*To continue into Spring Semester 2014*

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Office Hours: by appointment

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Course Website <http://risd.digication.com/login.digi>

Department Blog <http://www.risdtlad.com>

Department Administrative Coordinator, Barbara Andrade: [bandrade@risd.edu](mailto:bandrade@risd.edu) (401) 454-6695

The TLAD thesis syllabus outline has been carefully constructed by Dr. Paul Sproll

**Course Description**

The Department of Teaching + Learning in Art + Design (TLAD) requires its MA candidates to submit a capstone thesis in partial fulfillment of degree requirements. Candidates are given a degree of flexibility in determining the format for this work, but typically it takes the form of either a **thesis research book** or a **thesis artist book**.

**Thesis Research Book  
Thesis Artist Book**

The goal of the thesis research can be twofold. The first to provide the candidate with the opportunity to focus on a deep investigation of a single subject framed within the context of learning and through art and design. An essential characteristic of this approach to the thesis is in how it provides evidence of the candidate's ability to move beyond description to analysis and how she/he is able to place the subject of investigation within the realm of scholarship.

*"Fashioned from the standards and practices of the traditional graduate thesis, a more scholarly posture is assumed"*<sup>1</sup> in the development and presentation of a thesis developed in this manner.

The second is to provide a candidate with the opportunity to make sense of their journey through her/his program in a more autobiographical and documentary manner. *"The thesis book encourages a reading and viewing experience which is a meaningful interaction of image and text. Tailored to the tone and content of [a student's] material and conceptual inquiry, a clear and unified continuum of visual and verbal elements offers the story of the graduate process. Within this format the specific terms of [a student's] creative activity are mapped both as a record and exhibition of [her/his] experience and accumulated knowledge."*<sup>2</sup>

A candidate's goal will evolve into either a **thesis research book** or a **thesis artist book**. Either will have same outer size guidelines. The thesis artist book will encompass a more intensely visual nature. A graphic novel, unique papers or binding, a close interplay of one's creative work with the text can be considered more of an artist book. A thesis research book could be seen to be more objectively presented and its purpose may be the basis for continuing graduate study.

**Frame and Goal of  
Research Investigation**

TLAD's MA in Art + Design Education distinguishes itself as an advanced degree program in which academic study can combine with studio and professional practice. In this one-year program, a candidate is strongly encouraged to view all aspects of her/his studies – academic work, studio and professional practice as "investigatory" lenses through which, in consultation with advisers, the focus of thesis will emerge and be developed.

This capstone requirement provides the candidate with a formal opportunity to make public her/his understandings about a specific aspect of the nature of arts learning gained through coursework, professional practical experiences, and his/her excursions into scholarly literature. The purpose here, therefore, is to conceive of the MA thesis not merely as an academic exercise but also contributing to the development a reservoir of knowledge, skills, and understandings that will inform the candidate's future professional practice as an educator.

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<sup>1</sup> Rhode Island School of Design, Office of Graduate Studies (2009). The Master's Written Thesis. Providence, RI: Author

<sup>2</sup> Rhode Island School of Design, Office of Graduate Studies (2009). The Master's Written Thesis. Providence, RI: Author

**Thesis Advisor**

An MA candidate's Committee Chair (thesis advisor) is required to be a full-time faculty member in the Department of Teaching + Learning in Art + Design (TLAD). The Thesis Committee Chair is principally responsible for guiding the candidate through the thesis research process and for the final evaluation of the candidate's performance. Co-chairs will be Head of TLAD and the Thesis Research Faculty.

**Thesis Reader**

TLAD requires its candidates to seek the additional support of a Thesis Committee Reader. A candidate may, after prior consultation with her/his Committee Co-chairs invite the participation of a second Reader.

Thesis Readers may or may not be affiliated with RISD and are selected by the candidate because of their general interest in the candidate's work or because of specific expertise related to the candidate's thesis investigation. It is very important for candidates to recognize the Thesis Readers are selected for the contribution they might make to the content development of the candidate's thesis – they are not copy editors! Thesis Readers receive a small honorarium in recognition of the support they provided the candidate. It is essential the candidate confirms the selection of her Thesis Reader no later than the end of fall semester and that a completed *Thesis Honorarium Form* be submitted to TLAD's Department Administrative Coordinator.

**Expectations of Thesis Readers**

- Is accessible to the candidate through occasional face-to-face meetings, Skype calls, telephone calls, or email to discuss the development of the thesis
- Reviews chapter manuscripts, providing feedback and suggestions that might direct the candidate towards specific resource material.
- Provides candidate with prompts intended to encourage candidate to investigate more deeply.
- If professional/personal commitments permit, attend the candidate's thesis presentation at RISD, which is scheduled for **May 16<sup>th</sup>, 2014**.
- Provides her/his signature to the final thesis document, indicating agreement that the candidate's thesis research book or thesis artists book meets a standard equivalent to their understanding of requirements for a one-year Master of Arts (MA) degree.

**Course Texts**

TLAD strongly recommends the use of the APA Style Manual, but students may elect to develop their thesis with an alternative style manual. American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, D.C.: Author. ISBN: 1-55798-241-4.

## Recommended Reading

- Babbie, E. (1998). *Survey research methods*. (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth.
- Booth, W. C., Colomb, G. C., & Williams, J. M. (2008). *The craft of research*. (3<sup>rd</sup> ed), Chicago, IL: Chicago University Press.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Eisner, E. W., & Day, M. D. (Eds.) (2004). *Handbook of research and policy in art education*. Mahwah, New Jersey: Lawrence Erlbaum.
- Gray, C., & Malins (2004). *Vizualizing research: A guide to the research process in art and design*. Burlington, Vermont: Ashgate.
- Hickman, R. (Ed.) (2008). *Research in art & design education*. Bristol, UK: Intellect Books.
- Rea, L. M., & Parker, R. A. (1997). *Designing and conducting survey research: A comprehensive guide* (2<sup>nd</sup> ed.). San Francisco.
- Seidman, I (2013). *Interviewing as qualitative research: A guide for researchers in education and the social services* (4<sup>th</sup> ed.) New York: Teachers College Press.
- Strunk, W., and White, E. B. (2000). *The elements of style* (4<sup>th</sup> ed.). New York, NY: Longman.

## Research-Related Websites

### **Delicious.com**

<http://delicious.com>

*An extraordinarily useful social bookmarking site*

### **Educational Resources Information Center (ERIC)**

<http://www.eric.ed.gov>

*A preeminent source of educational research*

### **RISD Fleet Library**

<http://library.risd.edu/articles.html>

*An invaluable array of research databases*

### **Visualizing Research**

<http://www2.rgu.ac.uk/subj/ats/Research-VisualizingResearch/index.htm>

*Provides insights, strategies, and tools for art and design centered research*

### Course Requirements

- Submit a written thesis (minimum 75-100 pages of text) based on a personal area of interest within the field of art and design education.
- Candidates are required to submit work electronically by posting it in the designated folder within the Digication course or on risdcollegiateteaching.
- Candidates are required to meet *all* designated submission deadlines. It is understood that the rate of each candidate's progress will be a highly individual matter, so while there are no specific page count requirements for any of the submissions, students are expected to submit complete or near complete thesis chapters or sections of chapters for review at each submission deadline.
- Students are required to submit a complete thesis manuscript at the final submission deadline of the second semester of *Thesis Research*.

### Grading/Academic Standing

- The College's grading policies are detailed in RISD's annual copy of the *Catalog* and the *Course Announcement*.
- Any student failing to maintain a satisfactory standard of progress will receive formal notification and will be issued a *Mid-Semester Report*, which identifies deficiencies and indicates action that needs to be taken for the student to achieve a passing grade.
- In addition to eligibility requirements for RISD Master's degrees, MA candidates in the Department of Teaching + Learning in Art + Design are required to achieve at least a grade 'B' in *Thesis Research*.

### Assessment Criteria

The Thesis Committee is looking for the following characteristics in a candidate's thesis:

- Evidence of *thoroughness* of research investigation.
- Evidence of ability to *structure* thoughts.
- Evidence of an investigation that examines *multiple sources* - - from the fields of art, art education, education, and related disciplines.
- Evidence of *insightful* interpretation.
- Evidence that discussion and writing *transcends unsubstantiated personal opinion*.
- Evidence of a *comprehensive* grasp of the significant issues in current visual arts education.
- Evidence of *risk taking*.

## Analyzing & Assessing Research

(Paul, R., & Elder, L., 2007, p.20) in the book “*The miniature guide to critical thinking concepts and tools*” provide a very valuable template with which to analyze and assess the quality of a research project or paper. The authors’ identify the following characteristics of effective research, which MAs are encouraged to consider as their own work develops:

1. *All research has a fundamental purpose and goal.*
2. *All research addresses a fundamental question, problem, or issue.*
3. *All research identifies data, information, and evidence relevant to its fundamental question and purpose.*
4. *All research contains inferences or interpretations by which conclusions are drawn.*
5. *All research is conducted from some point of view or frame of reference.*
6. *All research is based on assumptions.*
7. *All research is expressed through, and shaped by concepts and ideas.*
8. *All research leads somewhere (i.e., have implications and consequences).*

Paul, R., & Elder, L. (2007). *The miniature guide to critical thinking, concepts and tools*. Dillon Beach, CA: The Foundation for Critical Thinking.

## Plagiarism

MA candidates are urged to do all that they can to avoid any potential charge of plagiarism. To avoid any such perception, candidates need to be *scrupulous* in acknowledging, *with full citations*, any material, whether a direct quote or the candidate’s paraphrase of another author(s) work, that has been incorporated into the candidate’s own work.

## Editing

It is the responsibility of the MA candidate, not the thesis advisor, to conduct the major editing of the student’s work. During a review of a thesis submission, the advisor is primarily concerned with issues of *content* and *clarity*. Candidates experiencing difficulty with matters that fall within the editing realm are encouraged to secure the services of a professional editor.

## Composition of an MA Thesis Committee

# 1 Graduate Thesis Committee – CHAIRS: Dept. Head + Thesis Research Faculty

# 2 Graduate Thesis Committee - THESIS READER : Full-time RISD Faculty *or* Part-time RISD Faculty *or* External Advisor

# 3 Graduate Thesis Committee - THESIS READER : . With consultation with advisor.

## Frequently Asked Questions

1. **How many pages?**  
While a very reasonable question, it is the department's hope that MA candidates are do not approach this requirement thinking in terms of what is just sufficient to meet minimum requirements. It might be useful to think of this thesis in terms of a series of three essays of a minimum of approximately 15-20 pages each. So, if one were to, for instance, take the smaller number a resulting thesis research paper will be in the region of 60 pages when introductory pages and bibliographic references are included.
2. **Does my thesis have to include some required elements?** Yes, all graduate theses have a number of required elements e.g., title page, table of contents etc. The required elements are fully described in the Department's *Thesis Formatting Guidelines* for 2014.
3. **Does my thesis have to be approved prior to its final submission?**  
The answer is most certainly yes! You should be submitting manuscript material to your thesis advisor on a regular basis throughout the semester for review and in addition you should be periodically consulting with your thesis reader(s).
4. **When is a final draft copy of my thesis research paper due?**  
It is suggested that MA candidates aim to have submitted a final draft of their thesis **no later than Monday April 21, 2014.** (allowing time for final feedback to be given on or before by Monday April 28, 2014 so the two week printing time can occur.)
5. **When is a final bound copy of my thesis research paper due and how should it be bound?** The final thesis is due on **Friday May 16<sup>th</sup>, 2014.** The department encourages its candidates to submit her/his work in either standard portrait or standard landscape format form using an online service such as Blurb at [www.blurb.org](http://www.blurb.org) It is very important to leave sufficient time to have your thesis bound. Your submitted thesis will be housed and cataloged in the Fleet Library.
6. **Will I have to defend my thesis?** TLAD does require you to make a formal presentation about your work to an audience consisting of TLAD faculty, your thesis readers, peers, and invited guests during a 15-minute presentation scheduled for **9:00am – 12:00pm, Friday May 16<sup>th</sup>, 2014.**

**COURSE WEEKLY SCHEDULE Fall 2013**

<p>Wednesday  <b>September 18, 2013</b>                      1:00pm-4:00pm</p>	<p><b>Joint Seminar</b>                      with TLAD 651G Critical Investigations</p>	<p><b>CIT Room 201</b></p>
<p>Wednesday  <b>September 25<sup>th</sup>, 2013</b>                      1:00pm-4:00pm</p>	<p><b>Joint Seminar Fleet Library</b></p> <p>1:00pm-2:00pm, Ellen Petraits: Library Research Strategies Room 228                      2:00pm-3:00pm Ariel Bordeaux: Artists' Books and Thesis Artists Books Room 201                      3:00pm-4:00pm Andy Martinez: The Archive in Research: Primary &amp; Secondary Sources</p> <p><i>Thesis Research Assignment (20 Sources for an Annotated Bibliography)</i>  <i>Due: Wednesday October 23</i></p>	<p><b>Fleet Room 228</b></p>
<p>Wednesday  <b>October 9, 2013</b>                      4:30pm-7:30pm</p>	<p><b>Individual Meetings</b>                      What three topics are you currently interested in?</p> <p><i>Memoir Assignment (10 pages) &amp; 3 Concepts</i>                      Resource: Kathe Kollwitz's memoir                      Due: Wednesday November 13</p>	<p><b>CIT Room 104</b></p>
<p>Wednesday  <b>October 23, 2013</b>                      4:30pm – 7:30pm</p>	<p><b>Individual Meetings</b>  <b>Due:</b> Annotated Bibliography &amp; 3 Concepts</p>	<p><b>CIT Room 104</b></p>
<p>Wednesday  <b>November 6, 2013</b></p>	<p><b>Group Meeting</b>                      InDesign Workshop (Tentative)</p>	<p><b>CIT Room 217</b></p>
<p>Wednesday  <b>November 13, 2013</b>                      4:30pm-7:30pm</p>	<p><b>Individual Meetings</b>                      Due: Memoir Assignment</p>	<p><b>CIT Room 104</b></p>
<p>Wednesday  <b>December 4<sup>th</sup>, 2013</b>                      1:00pm-4:00pm</p>	<p><b>Joint Seminar</b>  <b>Due:</b> <i>Memoir</i> Presentation (15 minute PowerPoint)                      Peer and Faculty Feedback Forms</p>	<p><b>CIT Room 201</b></p>
<p><b>EXAM WEEK</b></p>		
<p>Wednesday  <b>December 11, 2013</b>  <b>9:00am-12:00pm</b></p>	<p><b>Joint Seminar</b>  <b>Due:</b> Thesis Proposal Presentation (15 minutes)  <b>Due:</b> Thesis Proposal (15-20 pages minimum) due</p>	<p><b>CIT Room 201</b></p>

**Rhode Island School of Design  
Department of Teaching + Learning in Art + Design**

**Master of Arts (MA) Art + Design Education  
1-year Program**

*2014 Thesis Formatting Guidelines*

## PLAGIARISM

MA candidates are urged to do all that they can to avoid any potential charge of plagiarism. To avoid any such perception, candidates need to be scrupulous in acknowledging, with full citations, any material whether a *direct quote* of the candidate's *paraphrase* of another author(s) work that has been incorporated into the candidate's own work. The *APA* style manual provides candidate's with a comprehensive system for citing sources consulted and used in the development of a thesis.

## FORMAT and APPEARANCE

### A. Style Manual

The Department of Teaching + Learning in Art + Design (TLAD) prefers that its graduate theses to conform to the *APA* style manual. MA candidates are, therefore, encouraged to purchase their own copy at the beginning of the program of: American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, D.C: Author. ISBN: 1-55798-241-4. Candidates may, if they wish, use the *Chicago Manual of Style* (16<sup>th</sup> ed.)

### B. Paper and Duplication

1. The RISD copy of the Thesis Book must be prepared on white bond paper, of at least 20-pound weight, measuring 8.5" x 11" inches??
2. The white paper used for the RISD copy must be of uniform brand, weight, and texture throughout the document to ensure a professional-appearing bound copy and durability.
3. Candidates with any doubts about the quality of either paper or the duplication process should have it checked by their adviser before having the entire document printed or copied.
4. Candidates are required to submit one bound copy of their thesis for library inclusion in the reference section of the RISD Library.
5. The Thesis Artist Book must conform to the same outer dimensions as the Thesis Book. It may take a more unique appearance but two identical copies must be made.

### C. Page & Font

1. Font style and size must be consistent and either Helvetica, or Palatino, Times, or Verdana. Italics may be used for special emphasis and for the citations of titles.
2. All copy must be distinct and of uniform quality.

**D. Spacing**

1. Standard double spacing for the document text is required.
2. Single spacing may be used for long quotations (40 words or more), multi-line captions, and bibliographic entries.

**E. Margins**

1. The left-hand margin must be at least one and one-half inches wide to allow for binding; all other margins must be at least one inch wide. Adherence to these margins will leave a six-by-nine (6" x 9") area on each sheet for text or illustrative material.
2. All page numbers must fall within the marginal limits.
3. Text may extend no more than one single space below the bottom margin line and only then to complete a line of a chapter, subdivision, or figure caption.
4. A new paragraph begun at the bottom of a page must have at least two (2) full lines of type before a page break occurs. If too little room remains at the bottom of the page to accommodate two (2) lines, the entire paragraph must begin on the following page. The preceding page may be short to allow for this adjustment.
5. The last word on a page cannot be hyphenated. If too little room remains at the right side of the page to accommodate the full word, the entire word must be begun on the following page. The line on the preceding page may be short to allow for this adjustment.

**F. Pagination**

1. Every page of the graduate degree document must have a page number except the title page. If a frontispiece (usually an illustration or quotation relevant to the subject) is included before the title page, it is neither counted nor numbered.
2. Small Roman numerals (ii, iii, iv, etc.) are used for the preliminary pages: dedication, acknowledgements, table of contents, and the lists of tables, figures, and plates. The title page is assigned the first Roman numeral (i), but that number does not actually appear on the title page. The page numbers begin with ii, assigned to the dedication (if one is used).
3. Arabic numerals are used for the remainder of the document, including the text and reference material. The pages are numbered consecutively beginning with 1 and continuing through to the end of the document. No other numbering scheme is acceptable; the standard scheme may not be disrupted with insertions numbered 10a, 10b, 10c, etc.
4. All page numbers must be placed within the six-by-nine (6" x 9") frame described in E.1 above.

## G. Illustrations: Tables and Figures

For the purposes of these guidelines the two kinds of illustrative material are defined as follows: **Tables** are efficient, enabling the researcher to present a large amount of data in a small amount of space. Tables usually show exact numerical values and the data are arranged in an orderly display of columns and rows, which aids comparison.” (APA, 2001, p.147). A **Figure** is any kind of graphic illustration other than a table; figures include graphs, charts, drawings, diagrams, maps, photographs, and the like.

Illustrations carry numerical identification; tables and figures use Arabic numerals (1,2,3). These numbers run consecutively throughout the document, *including the appendices*.

1. Table and figure numbers and captions are placed two (2) lines below the last line or bottom of the illustration.
2. The bottom of a table or figure usually appears at the bottom of the page on which it is printed; however, when size and format require horizontal placement, the bottom appears at the outer (or right) edge of the page.
3. Tables or figures of one half page or less in length may appear on the same page with the text, separated from the text above and below with triple spacing; illustrations longer than one-half page are better placed on a separate page.
4. Two or more small tables/figures may be on a single page.
5. Images need to be of high quality and should be placed in close proximity of the text, which they illustrate.
6. Original questionnaires, letters, transcripts, maps, data sheets, and the like to be included in the appendices must conform to the margin and page number specifications.

## ARRANGEMENT OF CONTENTS

### A PRELIMINARY PAGES

The preliminary pages consist of the **title page, blank page, dedication (optional), table of contents, list of tables and list of figures, acknowledgements (optional), and abstract**. Each element is presented here in the order it should appear in the finished document.

1. **TITLE PAGE (required)** is intended to provide a meaningful description of the content of the graduate degree document. The information retrieval systems consulted by many scholars to locate theses relating to their own work use the key words. Consequently, oblique references and cryptic quotations should be avoided. The title page shows the candidate’s legal name and degrees earned.

## A Preliminary Pages (continued)

2. **COPYRIGHT or BLANK PAGE (required)**
3. **DEDICATION (optional)** A dedication is optional. If used, the dedication must be brief and centered on the page.
4. **TABLE OF CONTENTS (required)** The heading appears without punctuation centered two (2) inches from the top of the page. The listing of actual contents begins at the left margin four (4) spaces below the heading. The titles of all parts, sections, or chapters and chapter numbers are listed and must be worded exactly as they appear in the body of the document. The table of contents gives the page on which subdivision begins.
5. **ILLUSTRATIONS; FIGURES & TABLES (required)** The heading **LIST OF FIGURES** and **LIST OF TABLES** each appear centered without punctuation two (2) inches from the top of the page; listing begins at the left margin four (4) spaces below the heading. Figures and Tables are to be identified by the same number and captions in their respective lists as they have been assigned in the document itself.
6. **ACKNOWLEDGEMENTS (optional)** The acknowledgement is a record of the author's indebtedness and includes notice of permission to use previously copyrighted materials that appear extensively throughout the text. Candidates should resist the temptation to be cute or silly in writing acknowledgements. The heading **ACKNOWLEDGEMENTS** appears centered without punctuation two (2) inches from the top of the page; the text begins four (4) spaces below the heading.
7. **ABSTRACT (required)** The abstract is a brief descriptive paragraph (*maximum 250 words*), which describes the essential purpose, content and scope of the thesis. The abstract is used for index searching on databases, so ensure it contains the relevant key terms and descriptors. The heading **ABSTRACT** appears centered two (2) inches from the top of the page; the text begins four (4) spaces below the heading.

## B. THE TEXT

The style must be appropriate to the subject and discipline; punctuation, spelling, and general format should be accurate and consistent; and the body itself is generally divided into titled chapters or other larger divisions.

1. **Division into Chapters:** Dividing the document into chapters is done to aid the reader in understanding the research problem. In addition to general titles like: **INTRODUCTION** and **CHAPTER I**, the chapters need substantively descriptive titles as well. In establishing this mechanical feature of the document, the author should think of the reader attempting to understand the research problem and solutions presented.

2. **INTRODUCTION:** The introduction of the graduate degree document may precede the first chapter (or other larger division), or it may be the first chapter.

If the introduction precedes the first chapter, the heading **INTRODUCTION** in all capitals is centered without punctuation two (2) inches from the top of the page; and supplementary descriptive title goes on the next line, in either all capitals or capitals and lower case letters, and the text begins four (4) spaces below. In the arrangement, the next large division following the introduction is Chapter I, which may or may not have a title of its own (although a title is preferable for clarity).

If the introduction is the first chapter, the heading **CHAPTER I** in all capitals is centered two (2) inches from the top of the page; the word **INTRODUCTION** goes two spaces below. Generally, in this arrangement the introduction does not have a descriptive title. The text begins four (4) spaces below.

The remaining chapters are numbered consecutively in Roman numerals and capitals letters: **CHAPTER II, CHAPTER III,** etc.

## C. **THE REFERENCE MATERIAL**

The reference material for the graduate degree document consists of appendices, which are **optional**, and a bibliography, which is **required**.

1. **Appendices:** Reference materials, such as tables, charts, illustrative documents, interview transcripts, questionnaires, and other addenda, which are not absolutely necessary to the text, are often grouped in an appendix or in appendices. If used, an appendix generally follows the last chapter of the text. However, the bibliography may precede the appendix.
  - a) If the information to be appended dictates more than one appendix, the multiple appendices are numbered Appendix A, Appendix B, etc.
  - b) Each appendix with its title must be listed separately in the table of contents as subdivision under the heading **APPENDICES**.
  - c) Any illustrations appearing in the appendices are handled in the same manner as those in the text – i.e., they are identified as tables or figures and are numbered consecutively with those in the text, and appear in the list of table and figures in the preliminary pages.

**D. THE REFERENCE MATERIAL** *(continued)*

2. **Bibliography:** Any document making use of other works either in direct quotation or by reference must contain a bibliography listing these sources. The bibliography may precede the appendix, but is normally follows the appendix.
  - a) The heading **BIBLIOGRAPHY** is centered without punctuation two (2) inches from the top of the page; the list begins four (4) spaces below.
  - b) Double spacing is used between each bibliographic entry, with single spacing within each entry.

**SAMPLE TITLE PAGE FORMAT**

The Unvisited Repository: Intuition in Teaching and Learning

A Thesis

Presented in Partial Fulfillment of the Requirements for  
The Degree Master of Arts (MA) Art + Design Education  
*Professional Development Track*

in the  
Department of Teaching + Learning in Art + Design Education  
of the  
Rhode Island School of Design

By

Rohini Sen BVA  
\*\*\*

Rhode Island School of Design  
2013

Approved by

Advisor  
Department of Teaching + Learning in Art + Design

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Reader  
Department of Teaching + Learning in Art + Design

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Reader  
Affiliation

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**SAMPLE TABLE OF CONTENTS PAGE FORMAT**

**TABLE OF CONTENTS**

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COPYRIGHT or BLANK PAGE .....		i
DEDICATION .....		ii
LIST OF FIGURES .....		iii
LIST OF TABLES .....		iv
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