ARE6973: Project in Lieu of Thesis

SEMESTER AND YEAR: SPRING 2025
MEETING TIMES AND LOCATION: TBD see course calendar
CREDIT HOURS: 3 SECTION: ARED
INSTRUCTOR: Dr. Michelle Tillander
INSTRUCTOR OFFICE LOCATION AND HOURS: Walker 217. Zoom Meeting https://ufl.zoom.us/j/5963121892 email for times & appointment.
INSTRUCTOR CONTACT INFORMATION: 352-273-3079. E-MAIL: mtilland@ufl.edu

Description of Course:
Completion of an original research project that addresses an identified issue or need with the field of art education. In this context a Research Project is based on a thorough study of a specific topic that results in a written synthesis of the literature and an integration of information acquired into a curricular document or other product that addresses an identified issue or need within the field of art education. The project should show evidence of originality, critical and independent thinking, organizational skills, and thorough documentation. A written supporting paper is required that describes a rationale for the project, goals or questions that guide its development, a thorough review and synthesis of related literature, methodology, discussion, and conclusions.

Any use of students as subjects in research projects **MUST** receive clearance from the "human subjects" board **PRIOR** to beginning the project. This policy also includes any survey research or research done by undergraduate or graduate students for class assignments. Please see UF IRB http://irb.ufl.edu/

Purpose and Objectives of the Course:
In this course students will:
- Identify and refine a research question or problem for investigation;
- Conduct a review of pertinent literature that supports this research project;
- Develop an appropriate methodology for researching and responding to the research question;
- Integrate the knowledge acquired through research in a curricular document or other product that addresses the identified research questions;
- Develop a supporting paper that documents the findings, methodology and implications of the project; and
- Defend the final project and paper in front of his/her project committee in a meeting open to the public with announcement sent/posted to academic peers and public 7-10 days prior to defense.

Methods of Instruction:
The student will: (1) Provide a written/oral proposal to his/her project committee that must be approved prior to the start of his/her research, no later than two weeks into the semester; (2) Consult with his/her Committee Chair on a regular basis to discuss the status of the research project; (3) Call two meetings during the semester of research in order to provide progress reports to his/her project committee: (4) Submit a draft and final copy of the supporting paper for review to each member of his or her project committee according to predetermined deadlines; (5) Defend the final project in front of their project committee in a meeting open to the public.

Note: *Prior to enrolling in this course, the student takes ARE 6746 Methods of Research in which the proposal for his/her project in planned and written.*

Students enrolled in ARE 6973 must have a **GATORLINK email account** and check it regularly.

Project Committee:
The student's project committee must consist of 1 faculty members within the art education program who hold doctoral degrees within the field of art education. Both of these committee members must by a full-time faculty member with graduate faculty status at UF.

Text and Materials:
No required textbook or materials. All readings for the course are listed on the reading handout and will be made available on the library course ereserves ARES http://www.uflib.ufl.edu. There is no required text book. It is recommended that students purchase a notebook for note taking, class handouts, and journal-keeping purposes. To facilitate advisement and peer support, students are required to get and use a GATORLINK account. The course has an eLearning in CANVAS cite https://lss.at.ufl.edu/ for posting of all assignments, attendance, grades, and written reading responses.
Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Deadlines for all assignments are listed in the graduate school calendar for the respective semester.

Grading Policy: The course is S/U. To receive an "S," the student must successfully defend his or her project and submit all required supporting materials to the project committee chair. However when warranted, the following scale maybe adapted to assess the S/U criteria

Grading Scale:

(Grading Scale: (S)95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; (U)70-73 C-; 68-69 D+; 66-67 D; 61-65 D-; 0-60 E)

UF GPA equivalency A 4.0; A-3.67; B+3.33; B 3.00; B-2.67; C+2.33; C 2.00; C-*1.67; D+1.33; D 1.00; D-.67; and E, I, NG, S-U, WF 0.00.

To determine the impact of grades on GPAs: www.registrar.ufl.edu/catalog/policies/regulationgrades.html .
See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx for additional information on UF grading policies.
Please Note: A grade of C- or below will not count toward major requirements.
In addition, students must pass all three of the FTCEs before they are eligible for the Art Education Certificate.

Incomplete Policy:

School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course but is unable to complete the course requirements because of mitigating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

"You want to free the world, free humanity, from oppression? Look inside, look sideways, look at the hidden violence of language. Never forget that language is where the other, parallel violence, the cruelty exercised on the body, originates." Ariel Dorfman (2009, para. 7)

Electronic Device Policy: A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one's ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

Late Work and Make-Up Work Policy:
Students should inform the instructor beforehand, if circumstances prevent work from being turned in on time and reach an agreement in writing for any extensions. There are deadlines in the graduate office for completion of oral defense and the final supporting paper which cannot be extended. If these deadlines are not met the student will need to sign up and pay for the class again.

Attendance: Students are responsible for satisfying all academic objectives as defined by the instructor by the required graduate school deadlines. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

STUDENT CONDUCT AND HONESTY CODES:: Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. https://sccr.dso.ufl.edu/students/student-conduct-code/

Proper citation formats of APA or MLA. All images and text from the Internet, journals, or books must have full APA citation to be used in your work. APA Style | Electronic References http://www.apastyle.org/elecref.html

STUDENTS WITH DISABILITIES: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center http://www.dso.ufl.edu/drc/

COUNSELING SERVICES: The Counseling and Wellness Center http://www.counseling.ufl.edu/cwc/ provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university.

- The Counseling and Wellness Center: P301 Peabody Hall (352) 392-1575 Monday Friday: 8 am - 5 pm
- U Matter We Care http://www.umatter.ufl.edu/ If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- University Police Department: (352) 392-1111 or 9-1-1 for emergencies
- Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161

ONLINE COURSE EVALUATION PROCESS: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Guidance on how to give feedback in a professional and respectful manner is available at https://:gatorevals.aa.ufl.edu/students/. Faculty does not receive the results until after the grades have been finalized. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open

during the last two or three weeks of the semester, students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summary results of these assessments are available to students at https://gatorevals.aa.ufl.edu/public-results/

Academic Resources:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Method for Resolving Technical Issues:

While I feel that we should never sweat the tech it is important to set up a good working environment where you can be fully engaged in the course synchronous sessions. Often a simple ask can be easily resolved by a class peer. In addition UF has one of the best technical support systems with very knowledgeable staff(e.g. visit the helpdesk website or call 352-392-4357).

This calendar is subject to change at the discretion of the instructor and will be coordinated with calendar in student's proposal and the graduate school calendar deadlines. https://catalog.ufl.edu/graduate/calendar/

2 required check-in meeting with committee prior to oral defense to be scheduled.

Week	Date	Agenda Topic	*Deadline*: Due on this Date by Class
Week 1	January 13	Research Design: Investigation Topic review and refinement Review Semester UF graduate school deadlines: https://gradcatalog.ufl.edu/graduate/calendar/	Committee Approval of Project in Lieu Thesis (meeting required of all committee) Committee Forms completed and filed in graduate office semester prior to defense 2 required check-in meeting with committee prior to oral defense to be scheduled week 1 or 2.
Week 2	January 20	Timeline (schedule oral and written defense deadline)	Calendar with defense, paper deadline
Week 3	January 27	Data collection	Data review/collection
Week 4	February 3	Literature Review update as needed	Literature Review draft
Week 5	February 10	Data collection & research	Progress Meeting #1(check in with committee members all) (approximate)
Week 6	February 17	Data collection & research	Data review/collection
Week 7	February 24	Finalizing and Communicating Your Research Progress Meeting	Announcement sent to public 7-10 days prior to defense. (approval of chair) Progress Meeting (check in with committee members all) Update calendar as needed to submit draft to chair and committee
Week 8	March 3	Data collection & research	Progress Meeting #2(check in with committee members all) (approximate) Defense and written paper completion Slide presentation draft to chair 2 weeks before defense
Week 9	March 10	Finalizing and Communicating Your Research	Draft Paper/project defense to ALL committee (approval of chair) 1 week before orals.
SPRING Break March 15-22, 2025			
Week 10	March 17	https://catalog.ufl.edu/graduate/calendar/ Oral defense deadline (prior graduate school)	DEADLINE: Spring 2025 prior to April 4th, 2025 to be confirmed Oral Defense Deadline - 12:00 noon ET Slide presentation
Week 10	March 24	Finalizing and Communicating Your Research	Draft Paper/project defense suggestions
Week 11	March 31	Finalizing and Communicating Your Research	Draft Paper/project defense suggestions
Week 12	April 7	written l defense deadline (prior graduate school)	DEADLINE: Spring 2024 prior Final PDF to committee and graduate office (approval of chair)
Week 13	April 14	Finalize all to be cleared for graduation	Final PDF to committee and graduate office (approval of chair)
Week 14	April 21	Finalize all to be cleared for graduation	Final PDF to committee and graduate office (approval of chair)
Week 15	April 28	Finales week	Paper deadline to graduate school April 23, 2025 (?? To be confirmed) January 20: Martin Luther King, Jr. Day; March 15 - 22: Spring Break; Classes End April 23; Finals Week April 27 - May 3

MA ART EDUCATION Project in Lieu of Thesis RUBRIC

Criteria	Excellent	Solid	Struggling	Score
	(25)	(20)	(15)	
Research Question/Topic	• Effectively makes the case for conducting the research • Relates importance of proposed question to key audience • Considers sub questions the delve deeper into the topic • Topic show innovation and creative application of student skill set • Project is a culmination of graduate experience.	• Research question (or statement) is clearly articulated to reader and • sufficient background is provided for reader to understand the importance of the topic. • Chosen topic applies student's skill set • project is a culmination of graduate experience.	• Project lacks a focused research question • Topic lacks a clear connection to student's skill set. Possible shortcomings of project include: • Research question or statement cannot be located • Topic unrelated to art/art education • project is not a culmination of graduate experience	
Understanding Literature	• Literature Review synthesizes existing peer review academic research on the topic to facilitate clear understanding of contribution of the project. • Literature review has a coherent organizational structure (e.g., chronology, methodology, relevance, or topic) • Orients the reader to the gaps in the literature that the project intends to address.	• Comprehensive review of peer-reviewed academic literature related to student's topic • literature/texts/artworks demonstrates that research question has solid foundation in existing academic/other frameworks • Student identifies limitations of existing literature.	• Student does not connect research question to existing peer-reviewed scholarship. Possible shortcomings include: • Sources not comprehensive • Reliance on trade/industry publication vs academic scholarship, not balanced if warranted • Fails to provide analytical or evaluative perspective to exiting work (all summative)	
Methodology/ Research Inquiry	• Student demonstrates a clear understanding of methodology and appropriateness for the project by highlighting the strengths as well as caveats of the methodology. • Student shows innovation in limitations of the methodology	• Student justifies appropriateness of the methodology for addressing the proposed question • Student proposal demonstrates key methodological steps or assumptions.	• Methodology is not appropriate for question being asked. Possible shortcomings for project include: • Not practical • Unable to make contribution to the proposed question • Flawed implementation of methodology	
Analysis/Present ation of Results	• Student interests results in light of proposed research questions and existing literature • Sensitivity to result to different assumptions is examined and alternative explanations discussed	• Student present results in a format to facilitate reader's understanding. • Results are clearly summarized. • Discussion of results is focused and tied to proposed research question • Student describes implications for	• Presentation lacks focus • Implications of results are not and cannot be discussed Possible shortcomings include:	

	• Student considers implication for their discipline • Include professional quality visuals relevant to the argument.	future research.	• Results tangential to proposed research • Research proposed no insights into question asked • Unorganized visuals.	
Quality of Writing/ Organization *Grammar, punctuation, and proper use of standard English.*	• Demonstrates high-quality writing skills; • Meets requirements of paper format guidelines and style guide (APA). • Virtually free of any spelling or grammatical errors.	• Cohesive and coherent paper • Meets style guide and paper format requirements • Contains minimal spelling errors, punctuation, and grammatical errors that do not obstruct reader's understanding but need to be corrected.	• Lacks cohesiveness and not coherent • Project contains many mechanical and grammatical errors that undermine the writer's credibility. • Does not follows APA or previously agreed upon style guide or proposal paper format.	
	Comments			

(Grading Scale: 95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 E).

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