

APPENDIX

Campus Map

SoAD MFA/MAEd Requirements

MFA Three-Year Sequence Sample

SoAD Graduate Courses

Graduate Assessment Documents (via Qualtrics)

Masters Pre-Thesis Research Approval Form (via DocuSign)

SoAD MFA Intent to Exhibit Form (via DocuSign)

Vireo Non-Exclusive Distribution License Form (via DocuSign)



MAIN CAMPUS

- 1 Joyner Library (C5)
- 1A Joyner East (D5)
- 2 Flanagan Building (D5)
- 3 Graham Building (D5)
- 4 Rawl Building and Annex (E5)
- 5 Howell Science Complex (E5)
- 6 Austin Building (E5)
- 7 Christenbury Memorial Gymnasium (E6)
- 8 Brewster Building (F6)
- 9 Fletcher Music Center (F6)
- 10 Rivers Building (F5)
- 12 Speight Building (F5)
- 13 Belk Building (C14)
- 14 Jenkins Fine Arts Center (C4)
- 30 Spilman Building (D4)
- 31 Whichard Building and Annex (E4)
- 32 Wright Building (E5)
- 33 McGinnis Auditorium (E5)
- 34A Messick Theatre Arts Center (E5)
- 35 Croatan (F5)
- 37 Minges Coliseum (D10)
- 38 Scales Field House (D11)
- 43 Building 43 (D5)
- 46 Student Health Center (D5)
- 47 Old Cafeteria Complex (C4)
- 48 Mamie Jenkins Building (C4)
- 49 Erwin Building (C4)
- 50 Bloxton House (C4)
- 51 Irons Building (B14)
- 52 Career Center (D3)
- 55 Mendenhall (C5)
- 56 Willis Building (C1)
- 58 Eller House (B5)
- 59 Belk Annex 1 (C14)
- 60 Facilities Services Steam Plant (C8)
- 67 Blount House (C6)
- 70 Jones Residence Hall (F8)
- 71 Legacy Residence Hall (E8)
- 72 Scott Residence Hall (E8)
- 74 Tyler Residence Hall (E8)
- 75 Umstead Residence Hall (D6)
- 76 Slay Hall (D5)
- 77 Greene Residence Hall (B4)
- 78 White Residence Hall (B4)
- 79 Clement Residence Hall (B4)
- 80 Fletcher Residence Hall (B3)
- 81 Garrett Residence Hall (C4)
- 82 Jarvis Residence Hall (D4)
- 83 Fleming Residence Hall (D4)
- 84 Cotten Residence Hall (D4)
- 85 Ragsdale Hall and Annex (E4)
- 86 Dail House (D3)
- 87 International House (B5)
- 92 Howard House (E4)
- 93 Taylor-Slaughter Alumni Center (D4)
- 95 Bate Building (D5)
- 97 Ward Sports Medicine Building (D11)
- 100 Facilities Services Grounds Operations (B14)
- 107 Family Therapy Clinic (D6)
- 121 Facilities Administration (E3)
- 122 Building 122 (B5)
- 123 Building 123 (C12)
- 125 Ward Guest House (E4)
- 126 Facilities Service Center (F8)
- 127 Building 127 (B1)
- 130 Todd Dining Hall (E7)
- 133 Building 133 (B1)
- 141 Building 141 (B1)
- 142 Eakin Student Recreation Center (B5)
- 150 Ross Place (C6)
- 155 Blount Recreational Sports Complex (B14)
- 156 Harris Building (G7)
- 158 Building 158 (C12)
- 161A Building 161A (B7)
- 163 Dowdy-Ficklen Stadium (E10)
- 164 Cotanche Building (B1)
- 165 Building 165 (B2)
- 167 Building 167 (B3)
- 172 Building 172 (C8)
- 174 Murphy Center (D10)
- 189 Building 189 (C10)
- 190 Facilities Annex (E3)
- 193 Greenville Centre (D15)
- 198 Building 198 (B6)
- 203 Science and Technology Building (E6)
- 212 West End Dining Hall (B3)
- 214D Building 214D (A6)
- 215C Building 215C (A6)
- 227 Clark-LeClair Stadium (D13)
- 240 College Hill Suites (E8)
- 244 Proctor-Yongue House (C3)
- 245 Redditt House (D6)
- 261 Joyner Stadium (D14)
- 261A Athletic Maintenance Building (D13)
- 261C Williams-Harvey Teams Building (D13)
- 261D Johnson Stadium (D13)
- 261E Softball Hitting Facility (D14)
- 268 Ballard Residence Hall (E9)
- 269 Uptown 207 (B3)
- 281 Student Center (C5)
- 283 Building 283 (B1)
- 284 Jarvis 211 (D2)
- 285 Uptown 209 (B3)
- 294 Parking Deck 1 (C5)
- 295 Williams Hitting Facility (D13)
- 296 Building 296 (C5)
- 298 Life Sciences and Biotechnology Building (A5)

MFA in Art Requirements
(60 Semester-hours Required)

Art Concentration (24 Semester-hours)

	Course Number/Title	Term/Year	Grade
1/8 ART	_____	_____	_____
2/8 ART	_____	_____	_____
3/8 ART	_____	_____	_____
4/8 ART	_____	_____	_____
5/8 ART	_____	_____	_____
6/8 ART	_____	_____	_____
7/8 ART	_____	_____	_____
8/8 ART	_____	_____	_____

Art Histories (12 Semester-hours)

1/4 ARTH	_____	_____	_____
2/4 ARTH	_____	_____	_____
3/4 ARTH	_____	_____	_____
4/4 ARTH	_____	_____	_____

Art Electives (12 Semester-hours)

1/4 ART	6990 Art and Design Pedagogy (required for teaching)	_____	_____
2/4 ART	_____	_____	_____
3/4 ART	_____	_____	_____
4/4 ART	_____	_____	_____

General Elective (3 Semester-hours of 6000-level)

1/1 Elective	_____	_____	_____
--------------	-------	-------	-------

Readings (3 Semester-hours)

1/1 ART	6000 or approved substitute	_____	_____
---------	-----------------------------	-------	-------

Thesis (6 Semester-hours)

1/2 ART	7000	_____	_____
2/2 ART	7000	_____	_____



MAEd in Art Education Requirements

(Option I: 33 Semester-hours; Option II 36 Semester-hours required)

Art Education (9 Semester-hours)

Course Title	Term/Year	Grade
ART 6800		
ART 6801		
ART 6898		

Education Core (6 Semester-hours)

Course Title	Term/Year	Grade
EDUC 6001		
SPED 6002		

Art (12 Semester-hours)

Course Number/Title	Term/Year	Grade
ART		
ART		
ART		

Art Histories (3 Semester-hours)

Course Number/Title	Term/Year	Grade
ARTH		

Option I (Requires a Thesis; 33 Semester-hours minimum for degree)

Course Credit	Term/Year	Grade
ART 7000 Thesis		
ART 7000 Thesis		

Option II (Requires a *Culminating Project; (36 Semester-hours minimum for degree)

Course Number/Title	Term/Year	Grade
ART		
ART		
ELECTIVE		



MFA Sample Sequence

First Year

Semester One (12 s.h.) ART Concentration Course 1/8 ART Elective Course 1/4 ART 6000 Readings or Approved Substitution 1/1 ARTH Art History Course 1/4	Semester Two (12 s.h.) ART Concentration Course 2/8 ART Concentration Course 3/8 ARTH Art History Course 2/4 ... ART Elective Course 2/4 or ART 6990 Art and Design Pedagogy 1/1 *fulfills 18-ART-credit requirement for teaching 1 st Year Annual Review with Faculty Committee
--	--

Second Year

Semester Three (9 s.h.) ART Concentration Course 4/8 ART Concentration Course 5/8 ARTH History Course 3/4	Semester Four (12 s.h.) ART Concentration Course 6/8 ART Elective Course ¾ General Elective Course 1/1 ARTH History Course 4/4 2 nd Year Annual Review with Faculty Committee Thesis Committee Established Pre-Thesis Plan Established
--	--

Between Semester Four and Five Pre-Thesis with Thesis Chairperson
--

Third Year

Semester Five (9 s.h.) ART Concentration Course 7/8 ART Elective Course 4/4 ART 7000 Thesis 1/2	Semester Six (6 s.h. – last term, considered full-time) ART Concentration Course 8/8 ART 7000 Thesis 2/2 Thesis Exhibition Thesis Artist Talk Thesis Defense Thesis Report Submission (VIREO)
--	---



SoAD Graduate Courses

Art and Design	<p>ART 6000 - Readings in Art</p> <p>ART 6001 - Art and Design Seminar</p> <p>ART 6501~6504 - Glass I~IV</p> <p>ART 6900 - Art and Design Pedagogy</p>
Art Education	<p>ART 6024 - MAT Internship</p> <p>ART 6800 - History and Philosophy of Art Education</p> <p>ART 6801 - Supervision of Art Education</p> <p>ART 6804 - Current Topics in Art Education</p> <p>ART 6805 - Interdisciplinary Topics in Visual Art Education</p> <p>ART 6898 - Research in Art Education</p>
Art Histories	<p>ARTH 6908 - Research Methods in Art History</p> <p>ARTH 6909 - Seminar in Art History</p> <p>ARTH 6912 - African Art</p> <p>ARTH 6913 - Asian Art</p> <p>ARTH 6916 - Art of India</p> <p>ARTH 6920 - Nineteenth Century Painting</p> <p>ARTH 6925 - African American Art</p> <p>ARTH 6930 - Italian Renaissance Art: 1300-1500</p> <p>ARTH 6935 - Italian Baroque Art: 1600-1700</p> <p>ARTH 6940 - Twentieth-Century Modern Art: 1900-1950</p> <p>ARTH 6942 - Twentieth-Century Modern Art: 1950-2000</p> <p>ARTH 6944 - Studies in Contemporary Art: Post 1960s</p> <p>ARTH 6946 - Studies in Contemporary Art: Post 1980s</p> <p>ARTH 6948 - Art in the United States</p> <p>ARTH 6951 - History of Architecture</p> <p>ARTH 6952 - Byzantine Art and Architecture</p> <p>ARTH 6960 - Art and Power in Mesoamerica</p> <p>ARTH 6961 - Native North American Art and Ritual</p> <p>ARTH 6970 - History of Nineteenth- and Twentieth-Century Design</p> <p>ARTH 6980 - Ceramic History of North Carolina and the Southeastern United States</p>
Ceramics	<p>ART 6100~6107 - Problems in Ceramics</p>
Communication Arts	<p>ART 6200~6270 - Problems in Communication Arts</p>
Drawing	<p>ART 6550~6552 - Problems in Drawing</p>

Interdisciplinary	ART 6070 - Visual Problems in Computer-aided Design ART 6500 - Independent Study ART 6510~6513, 6515 - Directed Graduate Field Study in Art ART 6990 - Art and Design Pedagogy ART 6991~6994 - Problems in Interdisciplinary Studies in Art
Metal Design	ART 6301~6371 - Problems in Metal Design
Painting	ART 6560~6567 - Problems in Painting
Photography	ART 6221~6228 - Problems in Photography
Printmaking	ART 6600~6607 - Problems in Printmaking
Sculpture	ART 6700~6707 - Problems in Sculpture
Textile Design	ART 6305~6335 - Problems in Weaving and Fiber Design ART 6306~6336 - Problems in Fabric and Textile Design
Thesis	ART 7000 - Thesis



MFA Year-by-Year Overview

1. Year One: Exploration of Viable Topics

- a. Writing: Each Semester
 - i. Artist (Problem) Statement [Why]
 - ii. Project Statement [What]
 - iii. Methodology and Influence [How]
- b. Research: Semester One
 - i. Identify the topic
 - ii. Fact gathering and research
 - iii. Draft the preliminary presentation- content, structure, visual, etc.
- c. Research: Semester Two
 - i. Write the 5-page paper for RCAW- work with the University Writing Center
 - ii. Assemble the final presentation
 - iii. Work with the Speech Communication Center at the CFAC School of Communication
- d. Creative Work: Each Semester
 - i. Set goals for mid-term and final
 - ii. Engage with students and faculty from diverse disciplines
 - iii. Prepare for the 1st Year Annual Review

2. Year Two: Assessment of the Selected Topic

- a. Writing: Each Semester
 - i. Artist (Problem) Statement [Why]
 - ii. Project Statement [What]
 - iii. Methodology and Influence [How]
- b. Research: Semester Three
 - i. Re-evaluate the topic
 - ii. Fact gathering and in-depth investigation
 - iii. Draft the preliminary presentation- content, structure, visual, etc.
- c. Research: Semester Four
 - i. Write the 5-page paper for RCAW- work with the University Writing Center
 - ii. Assemble the final presentation
 - iii. Work with the Speech Communication Center at the CFAC School of Communication
- d. Creative Work: Each Semester
 - i. Set goals for mid-term and final
 - ii. Engage with students and faculty from diverse discipline
 - iii. Reflect on the progress and trajectory of work based on the selected topic
 - iv. Prepare for the 2nd Year Annual Review



2. Year Two: Assessment of the Selected Topic (continued)

- e. Pre-Thesis: Semester Four (upon successful completion of the 2nd Year Annual Review)
 - i. Confirm the Thesis Topic
 - ii. Identify the Thesis Chairperson- Graduate/Associate Graduate Faculty (GF/AGF) in the discipline
 - iii. Form the Thesis Committee- minimum of three GF/AGF including the Chairperson. Teaching Graduate Faculty may be a 4th member of the committee
 - iv. Submit Master's Pre-Thesis Approval Form- Graduate Program Director
- f. Pre-Thesis: Between Semester Four and Five (working with the Chairperson)
 - i. Develop Thesis Proposal- Abstract and Research Samples
 - ii. Draft a preliminary Thesis Outline consistent to the Thesis Proposal
 - iii. Begin writing content essays on individual entries in the Thesis Outline

3. Year Three: Thesis

- a. Semester Five
 - i. 1st official meeting with the committee: thesis proposal and outline
 - ii. Develop content essays and work example: combining individual essays into thesis document
 - iii. Document writing- work with the University Writing Center
 - iv. Intent to Exhibit form due
 - v. Apply for Graduation
 - vi. 2nd official meeting with the committee: first draft of the thesis document and review of the body of work
- b. Semester Six
 - i. 3rd official meeting with the committee: second draft of the thesis document and work
 - ii. Thesis install
 - iii. 4th official meeting with the committee: final draft of the thesis document and thesis exhibition
 - iv. Artist Talk and Thesis Defense- work with the Speech Communication Center
 - v. Thesis submission- Vireo



Q1.1. Student Name

Q1.2. Student Area of Study

Q1.3. Faculty Reviewer Name

Note. This survey contains five sections: S1 General Information, S2 Thesis Exhibition Evaluation, S3 Written Communication Evaluation, S4 Oral Presentation Evaluation, and S5 Technological Capabilities Evaluation. In the Evaluation sections, please select one of the following for each criterion: Below Expectations, Meets Expectations, or Exceeds Expectations. Thank you.

Q2.1. Creative Work Evaluation: Visual Communication

- 1) Below Expectations - Little or no visual communication and represents a poor capstone exhibition. Little or no technical skill with materials and tools.
- 2) Meets Expectations - Satisfactory visual communication which represents an average capstone exhibition. Competent technical skill with materials and tools.
- 3) Exceeds Expectations - Exceptional visual communication which represents an individual and mature capstone exhibition. Superior technical skill with materials and tools.

Q2.2. Creative Work Evaluation: Critical Development

- 1) Below Expectations - Little or no evidence of critical thinking, development of concepts, risk-taking and innovation. Poor evidence of a sustained line of inquiry with resulting work that demonstrates research, experimentation and problem-solving.
- 2) Meets Expectations - Satisfactory evidence of critical thinking, development of concepts, risk-taking and innovation. Satisfactory evidence of a sustained line of inquiry with resulting work that demonstrates research, experimentation and problem-solving.
- 3) Exceeds Expectations - Exceptional evidence of critical thinking, exploration of concept, risk-taking and innovation. Excellent evidence of a sustained line of inquiry with resulting work that demonstrates research, experimentation and problem solving.

Q2.3. Creative Work Evaluation: Content/Context

- 1) Below Expectations - Lack of contextualization of personal progress communicated through work.
- 2) Meets Expectations - Contextualization of personal progress communicated through satisfactory usage of visual narrative.
- 3) Exceeds Expectations - Contextualization of personal progress communicated through exceptional usage of visual narrative.

Q2.4. Creative Work Evaluation: Interdisciplinary

- 1) Below Expectations - Little or no evidence that information from multiple areas is being synthesized.
- 2) Meets Expectations - 2 - Satisfactory evidence that information from multiple areas is being synthesized within the work.
- 3) Exceeds Expectations - Exceptional evidence that information from multiple areas is being synthesized within the work that majorly contributes to the discipline.

Q2.5. Please provide comments if applicable.

Q3.1. Written Communication Evaluation: Context and Purpose of Writing

- 1) Below Expectations - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
- 2) Meets Expectations - Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).
- 3) Exceeds Expectations - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

Q3.2. Written Communication Evaluation: Content Development

- 1) Below Expectations - Uses appropriate and relevant content to develop simple ideas in some parts of the work.
- 2) Meets Expectations - Uses appropriate and relevant content to develop and explore ideas through most of the work.
- 3) Exceeds Expectations - Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

Q3.3. Written Communication Evaluation: Contemporary and Social Issues

- 1) Below Expectations - Mentions contemporary social or cultural issues in reference to their work.
- 2) Meets Expectations - Discusses contemporary social and cultural issues in reference to their work. The student briefly discusses how their work is situated within these contexts.
- 3) Exceeds Expectations - Discusses contemporary social and cultural issues in reference to their work, clearly situating their work within these issues.

Q3.4. Written Communication Evaluation: Building on Disciplinary Precedents

- 1) Below Expectations - Does not mention broader historical contexts and/or precedents. The student does not mention contemporaries in their discipline and does not situate their work within a contemporary context.
- 2) Meets Expectations - Briefly discusses broader historical contexts and/or precedents of their work. The student mentions some contemporaries in their discipline but does clearly situate their work within a contemporary context.
- 3) Exceeds Expectations - Clearly situates their work within the context of broader historical contexts and/or precedents. The student clearly positions their work within the context of contemporaries in their field.

Q3.5. Written Communication Evaluation: Sources and Evidence

- 1) Below Expectations - Lack of sources to support ideas in the writing.
- 2) Meets Expectations - Demonstrates some use of relevant sources to support ideas that are appropriate for the discipline and genre of the writing.
- 3) Exceeds Expectations - Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

Q3.6. Written Communication Evaluation: Organization

- 1) Below Expectations - The essay lacks structure. The introduction is unclear about what to expect in the paper and does not articulate the main point/issue. It may begin with a set of rhetorical questions or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction. Intro and/or conclusion may be too wordy or short.
- 2) Meets Expectations - The essay contains an intro, main body, and conclusion. The introduction lays out the main point/issue but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence but does not move beyond what has already been presented in the paper.
- 3) Exceeds Expectations - The essay contains an intro, main body, and conclusion. The introduction lays out main point/issue and gives an outline of what the reader can expect in the essay. The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper.

Q3.7. Written Communication Evaluation: Clarity and Style

- 1) Below Expectations - A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked and proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.
- 2) Meets Expectations - All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are

usually, but not always, explained. All information is accurate and up-to-date. Paper has been spell-checked and proofread and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.

- 3) Exceeds Expectations - All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-checked and proofread (ideally by the student and somebody else) and contains no errors.

Q3.8. Written Communication Evaluation: Citations

- 1) Below Expectations - Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations. Bibliography and/or endnotes are not present.
- 2) Meets Expectations - All evidence is referenced in the bibliography or footnotes/endnotes, but there are some minor problems with completeness or format of some citations.
- 3) Exceeds Expectations - All evidence is properly referenced in the bibliography or footnotes/endnotes.

Q3.9. Please provide comments if applicable.

Q4.1. Oral Presentation Evaluation: Organization

- 1) Below Expectations - Poor or non-existent organization. Does not clearly introduce the purpose of the presentation. Transitions rarely connect points. The audience cannot understand the presentation because it lacks sequencing. The presentation is choppy and disjointed with no apparent logical order. Ends without a summary or conclusion.
- 2) Meets Expectations - Mostly organized. Introduces the purpose of the presentation. Includes some transitions to connect key points but there is a little bit of difficulty in following the presentation. The presentation jumps around. A couple of points are confusing. Ends with a summary or conclusion.
- 3) Exceeds Expectations - Well organized. Introduces the purpose of the presentation clearly. Effectively includes smooth transitions that are succinct but not choppy to connect key points. The Student presents information in a logical, interesting sequence that the audience can follow. Ends with a thoughtful conclusion.

Q4.2. Oral Presentation Evaluation: Depth and Accuracy

- 1) Below Expectations - No reference is made to research, influences, or theory. The work/process/concept is not clear. The information included that does not support the presentation. The presentation consistently is too elementary or too sophisticated for the audience.
- 2) Meets Expectations - Explanations of concepts, approaches, materials/techniques, and/or theories are inaccurate or incomplete. Little attempt is made to tie in outside influences, research, or theory. There is a great deal of information that is not connected to the work/process/concept presented. Combines existing ideas. Portions of the presentation are too elementary or too sophisticated for the audience.



3) Exceeds Expectations - Speaker provides an accurate and complete explanation of key materials/techniques, approaches, concepts and/or theories, drawing upon relevant sources and images. Applications of the theory are included to illuminate issues. Combines and evaluates existing ideas to form new insights. Information accurate; all names and facts were precise and explicit. The level of presentation is appropriate for the audience.

Q4.3. Oral Presentation Evaluation: Art and Design Context

- 1) Below Expectations - The presentation does not mention contemporaries in the student's discipline and does not clearly situate the student's work within a contemporary context. Presentation mentions broader historical contexts and/or precedents, but only briefly. Critical and theoretical terminology is used inconsistently and/or inaccurately. Theoretical jargon is explained within the context of the student's work (e.g. operationalized). Terminology is not connected to the student's work/position/ideas.
- 2) Meets Expectations - The presentation mentions some contemporaries in the students' discipline but does not situate the students' work within a contemporary context. The presentation discusses broader historical contexts and/or precedents of the students' work. Critical and theoretical terminology is introduced. Theoretical jargon is explained within the context of the students' work (e.g. operationalized). Terminology is connected to the student's work/position/ideas.
- 3) Exceeds Expectations - The presentation positions the students' work by referencing contemporaries in the students' field. The presentation clearly situates the students' work within the context of broader historical contexts and/or precedents. Critical and theoretical terminology is clearly articulated (defined) and used consistently in the presentation in support of the student's work/position/ideas.

Q4.4. Oral Presentation Evaluation: Research Effort

- 1) Below Expectations - Did not utilize resources effectively. Did little or no research using outside sources.
- 2) Meets Expectations - Some evidence of research and outside sources with mostly accurate source documentation/citation.
- 3) Exceeds Expectations - Extensive evidence of research and outside sources with mostly accurate source documentation/citation.

Q4.5. Please provide comments if applicable.

Q5.1. Technological Capabilities Evaluation: Creation

- 1) Below Expectations - Work does not demonstrate the inclusion of technological resources, the use of technology in the studio environments and experiences, or practice does not address the appropriate management of technology resources. No attention is given to the potential application in the area of specialization.
- 2) Meets Expectations - Work demonstrates the evaluation of technological resources, the effective use of technology in the studio environments and experiences, or the appropriate management of technology resources. Consideration is given to various applications in the area of specialization.
-

3) Exceeds Expectations - Work demonstrates careful evaluation of technological resources, the effective use of technology in the studio environments and experiences, and the appropriate management of technology resources. The integration of technology applies to the diverse needs of the area of specialization. Potential technology-related problems are anticipated, and a backup course of action is planned.

Q5.2. Technological Capabilities Evaluation: Dissemination

- 1) Below Expectations - Work does not show the capacity to use technology to communicate professionally as a means of dissemination.
- 2) Meets Expectations - Work is prepared and formatted in a technology-based platform to communicate professionally as a means of dissemination.
- 3) Exceeds Expectations - Work is developed and augmented, utilizing technology-based platforms to communicate professionally as a means of dissemination. The interaction component may be incorporated.

Q5.3. Technological Capabilities Evaluation: Documentation

- 1) Below Expectations - Work does not demonstrate the understanding of technology-based documentation methods.
- 2) Meets Expectations - Work is documented using appropriate technology. Documentation demonstrates the use of technology-based equipment and methods.
- 3) Exceeds Expectations - Work demonstrates exceptional use of technology-based documentation methods and equipment. Documentation competently and accurately captures the intended outcome of the work.

Q5.4. Technological Capabilities Evaluation: Preservation

- 1) Below Expectations - Little or no evidence that work is archived and organized using technology-based methods.
- 2) Meets Expectations - The archiving platform is defined, and the work information is organized and accessible using technology-based methods. Consideration is given to establishing professional web-presence beyond social media.
- 3) Exceeds Expectations - The archiving platform is defined and articulated, and the work information is effectively organized and accessible using technology-based methods, both physical and cloud formats used in professional organizations. Artist/Designer website accurately captures their core philosophy and creative output.

Q5.5. Please provide comments if applicable.

Score

Mean Score: 0.00

Weighted Mean of Items: 0.00

Weighted Standard Deviation of Items: 0.00

Items: 0.00

Location Data

Location: ([35.589096069336](#), [-77.345001220703](#))

Source: GeoIP Estimation



Master's Pre-Thesis Research Approval Form

Before beginning master's thesis research, and at least one semester before defending a thesis, this check list must be completed by the master's candidate in conjunction with the thesis director. Please NOTE: Student is required to provide a copy to all committee members; all thesis research must be approved by the thesis director and the Unit Graduate Program Director. All students whose thesis projects involve human subjects must have their proposed research approved by the University and Medical Center Institutional Review Board (UMCIRB) before beginning the studies involving those subjects. Likewise, all students whose projects involve animals must have their proposed research approved by the Institutional Animal Care and Use Committee (IACUC) before beginning those studies. A copy of the appropriate approval must be included in the Appendix of the completed thesis. **The Graduate Program Director completes and submits this form to Marquerite Latham (bassm@ecu.edu).**

NOTE: You may have to select "enable editing" in order to fill in this form.

Date: [Click here to enter a date.](#)

Student Name:

Phone Number:

Email Address:

Degree Program/Dept.:

Banner ID:

Working Title of Thesis Research:

Mentor/Director of Master's or Doctoral work:

1.

(Type or print name and Banner ID Here)

Graduate or Associate Graduate Faculty

All Graduate Student Advisory Committees must have at least three ECU Graduate or associate Graduate Faculty members (some ECU Programs may require more, please check with your Graduate Program Director), which includes the mentor/director. Requests for External members need to be submitted by the Graduate Program Director, as defined in the Faculty Manual ([Faculty Manual, Part II, Section IV, subsection F](#))

Tentative Graduate Student Advisory Committee members:

If so, please list:

2.

Graduate or Associate Graduate Faculty

(Type or print name and Banner ID Here)

3.

(Type or print name and Banner ID Here)

Graduate or Associate Graduate Faculty

4.

(Type or print name and Banner ID Here)

External Member Graduate Teaching Faculty

Associate/Full time Graduate Faculty

5.

(Type or print name and Banner ID Here)

External Member Graduate Teaching Faculty

Associate/Full time Graduate Faculty

Has your proposed research been reviewed and approved by your director? Choose an item.

Does your research involve human subject? Choose an item.

Has it been approved by the UMCIRB? Choose an item.

If not, when will it be reviewed for approval?

Does your research involve animals? Choose an item.

Has it been approved by the IACUC? Choose an item.

If not, when will it be reviewed for approval?

Does your research involve potential biohazards such as recombinant DNA, viral vectors, infectious agents, human blood products, etc.? Choose an item.

Has it been approved by the Biosafety Committee? Choose an item.

If not, when will it be reviewed for approval?

Approvals:

Thesis Director Signature

Click here to enter a date.
Date

Unit Graduate Program Director Signature

Click here to enter a date.
Date

Acknowledgement of Receipt by Graduate School:

Dean of the Graduate School or designee

Click here to enter a date.
Date

Completed form must be submitted to the Graduate Program Director, 2 semesters prior to exhibition.

Student's Name _____

Area of Concentration _____

Thesis Title _____

Exhibition Title _____

Exhibition Venue _____

Student's Signature _____

date

Approved by:

Area Coordinator _____

signature

date

Thesis Director _____

signature

date

*Gray Gallery _____

signature

date

Received by SoAD _____

signature

date

*or Administrator responsible for the chosen venue.



EAST CAROLINA UNIVERSITY NON-EXCLUSIVE DISTRIBUTION LICENSE

The undersigned ("the Author") hereby grants to East Carolina University ("ECU") the non-exclusive right to reproduce, distribute, display, and, transmit, in whole or in part, the author's thesis or dissertation ("the Work") in such tangible electronic formats as may be in existence now or developed in the future, including, but not limited to, electronic distribution and display of the Work via the World Wide Web. The Author further grants to ECU the right to retain one or more copies of the Work, in any format, whether electronic or hardcopy, for nonprofit educational use and archival purposes. The Author retains all copyright rights in the Work and nothing herein shall be construed as an assignment of the Author's copyright rights in the Work to ECU.

The Author represents and warrants that the Work is his/her original work and that he/she has the legal right to grant this license to East Carolina University. The Author further represents and warrants that the Work does not contain any libelous, defamatory, or unlawful material and that the work does not infringe upon or violate any third-party's copyright, patent, or other proprietary right.

If the Work contains content for which the Author does not own the copyright, the Author represents and warrants that he/she has obtained all necessary permissions from the copyright holder to use the content. The Author further represents and warrants that he/she has obtained all necessary rights to permit ECU to reproduce and distribute third party materials contained in any part of the Work. The Author shall clearly identify and acknowledge such third party content in the Work. ECU may elect not to distribute and/or publish the Work for any reason, including for a determination that all necessary rights of third parties have not been secured by the Author.

The Author hereby agrees to indemnify, hold harmless, and release ECU and all of its officers, officials, administrators, agents and employees from and against all third party claims of damages, demands, actions, or causes of actions, which arise from or are in any way connected to this Agreement and/or the Work as submitted for publication.

If the Work was sponsored or supported by any entity or organization external to ECU (the "Sponsor"), the Author represents and warrants that he/she has complied with all requirements of the Sponsor for the Work (such as a right of review of the Work prior to its publication or other contractual obligation with the Sponsor).

East Carolina will use reasonable efforts to ensure that the Author's name remains clearly associated with the submission and that no alterations of the content are made.

I agree to the terms of the Non-Exclusive Distribution License.

Student Author Signature

Date

Print Name

Banner ID

Title of Work

I have consulted with my thesis or dissertation advisor concerning potential intellectual property and/or prior publication issues related to the electronic distribution of my Work as verified by the signature below.

Signature of Thesis or Dissertation Director (Required)

Electronic Distribution Options:

Your work will be sent to and stored in The Scholarship (ECU's Institutional Repository) and ProQuest's Dissertations and Theses database*. Within The Scholarship, the bibliographic information and the abstract from your work will be unrestricted; please select below the schedule and access option for displaying the Work itself. Any embargo selected below will be the same embargo set within the ProQuest database.

PART A: (STEP 1)

Check the option below that corresponds to WHEN you want your work to be released for viewing in the Institutional Repository (Select one).

_____ I want my work to be available **IMMEDIATELY** according to my publishing choice in Part B.

OR

_____ I would like access to the full text of my work and any supplementary material **TO BE DELAYED** for the period of time indicated below. At the end of the embargo, I want my work released according to my publishing choice in Part B.

_____ 6 month embargo

_____ 1 year embargo

_____ 2 year embargo

PART B: (Step 2)

Check the option that corresponds to how you want your work displayed: OPEN ACCESS OR CAMPUS ACCESS ONLY:

_____ **1. OPEN ACCESS:** Release the entire Work for worldwide access via the internet on the schedule indicated in Part A.

OR

_____ **2. RESTRICTED CAMPUS ACCESS ONLY:**

Display the entire Work for access only by ECU faculty, students, and staff (access authenticated by valid PirateID) on the schedule indicated in Part A. I understand that with this option I will be unable to view my work in the Institutional Repository once I graduate from ECU and no longer have an active Pirate ID.

Changes/Extension of Embargo

You may request an extension of your embargo period. To request an extension, you must contact Joyner Library at ALS_ETD@ecu.edu. The request to Joyner Library should be made no less than one and no more than two months before the embargo period is scheduled to expire. (Note that you also are responsible for contacting ProQuest to request an extension of the embargo on your Work in the ProQuest Dissertations and Theses Database at Author and School Relations Department at 800-521-0600 ext 77020 or email at dissspub@proquest.com).

Changes to Your Distribution Options

You may request changes to the distribution of your thesis or dissertation. Such changes must be requested in writing and bear the signature of your advisor. Please submit any changed forms to the Graduate School office.

*The ProQuest Dissertations and Theses database is only available to subscribing institutions.