East Carolina University

College of Fine Arts and Communication

School of Art and Design

2020~21 Graduate Manual
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This manual was adopted in January 1996 and updated on August 3, 2020. It is supplementary to the East Carolina University Policy [https://www.ecu.edu/prp], which is subject to change.

Students should carefully review the current Graduate Catalog [http://catalog.ecu.edu/index.php].
INTRODUCTION

We are pleased to provide the School of Art and Design Graduate Manual for you. This document should be used in conjunction with the current ECU Graduate Catalog.

This Graduate Manual provides information on requirements, programs, and procedures that you will need to understand as you embark upon your graduate degree program. As a graduate student, it is your responsibility to read and know the information in both the Graduate Catalog and the Graduate Manual. Given that questions will undoubtedly arise, please do not hesitate to consult either your area coordinator or our office for answers. You can reach me via email, phone, or webex, and I look forward to speaking with you and providing assistance with the program-related matters.

We are happy that you chose the East Carolina University School of Art and Design to pursue your graduate degree. Thank you for all your efforts working together with us in preparation for the 2020–2021 academic year. Throughout the summer, everyone's journey has been that of challenges and innovations, and we are proud and grateful for what you have achieved to begin the new year together.

Our goal is to foster a community where you can thrive and succeed in your creative work, research, and professional engagement. To ensure the health and safety of everyone in our community, please visit ECU Return of Pirate Nation and School of Art and Design Reopening Plan and be familiarized with the University and School guidelines.

Thank you for joining us this academic year, and let us know how we can help, improve, and grow together.

Seo Eo
Graduate Program Director
School of Art and Design
https://ecu.webex.com/meet/eos
eos@ecu.edu
252 328 6281
### PLANNING CALENDAR

ECU official academic calendars [https://facultysenate.ecu.edu/academic-calendars/]

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<tr>
<th>Fall Semester 2020</th>
<th>Important Dates</th>
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<tr>
<td><strong>15W</strong> August 10 ~ November 25</td>
<td></td>
</tr>
<tr>
<td><strong>8W1</strong> August 10 ~ September 29</td>
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<tr>
<td><strong>8W2</strong> October 1 ~ November 18</td>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug 7 Fri</td>
<td>Faculty Convocation; SoAD Faculty Meeting</td>
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<tr>
<td>Aug 10 Mon</td>
<td><strong>15W Classes begin</strong></td>
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<tr>
<td>Aug 12 Wed</td>
<td><strong>8W1 Classes begin</strong></td>
</tr>
<tr>
<td>Aug 14 Fri</td>
<td><strong>8W1 Last day for registration and schedule adjustments</strong></td>
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<tr>
<td>Sept 9 Wed</td>
<td><strong>8W1 Last day to withdraw</strong></td>
</tr>
<tr>
<td>Sept 21 Mon</td>
<td><strong>8W1 Student Opinion of Instruction (SSOI) open</strong></td>
</tr>
<tr>
<td>Sept 25 Fri</td>
<td><strong>8W1 Classes end</strong></td>
</tr>
<tr>
<td>Sept 28 Mon</td>
<td><strong>8W1 Exams begin</strong></td>
</tr>
<tr>
<td>Sep 29 Tue</td>
<td><strong>8W1 Exams end</strong></td>
</tr>
<tr>
<td>Oct 1 Thu</td>
<td><strong>8W2 Classes begin</strong></td>
</tr>
<tr>
<td>Oct 19, Mon</td>
<td><strong>15W Last day to withdraw</strong></td>
</tr>
<tr>
<td>Oct 30, Fri</td>
<td><strong>8W2 Last day to withdraw</strong></td>
</tr>
<tr>
<td>Nov 9 Mon</td>
<td>Spring 2021 Registration begins</td>
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<tr>
<td>Nov 10 Tue</td>
<td><strong>15W SSOI open</strong></td>
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<td>Nov 16 Mon</td>
<td><strong>8W2 SSOI open</strong></td>
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<td>Nov 17 Tue</td>
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<tr>
<td>Nov 17 Tue</td>
<td>Fall 2019 Incomplete Last day for removal</td>
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<tr>
<td>Nov 18 Wed</td>
<td><strong>8W2 Exams end</strong></td>
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<tr>
<td>Nov 19 Thu</td>
<td><strong>15W Exams begin</strong></td>
</tr>
<tr>
<td>Nov 25 Wed</td>
<td><strong>15W Exams end</strong></td>
</tr>
<tr>
<td>Dec 1 Tue</td>
<td>All Grades due at 8 am</td>
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<tr>
<th>MFA 20–21</th>
<th>Important Dates</th>
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<tr>
<td>Aug 28 Fri</td>
<td>Thesis Orientation for Yr3 grads and chairpersons</td>
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<tr>
<td>Sept 18 Fri</td>
<td>PreThesis Orientation for Y2 grads</td>
</tr>
<tr>
<td>Oct 23 Fri</td>
<td>Annual Review Orientation for Y1 grads</td>
</tr>
<tr>
<td>Nov 13 Fri</td>
<td>MFA Meet with all grads and faculty</td>
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Spring Semester 2021 | Important Dates

**15W** January 19 ~ May 6
**8W3** January 19 ~ March 9
**8W4** March 11 ~ April 30

Jan 19 Tue  **15W** Classes begin
           **8W3** Classes begin
Jan 21 Thu  **8W3** Last day for registration and schedule adjustments
Jan 25 Mon  **15W** Last day for registration and schedule adjustments
Feb 17 Wed  **8W3** Last day to withdraw
Mar 1 Mon   **8W3** Student Opinion of Instruction (SSOI) open
Mar 5 Fri   **8W3** Classes (meeting time before 5 pm) end
Mar 8 Mon   **8W3** Classes (meeting time after 5pm) end
Mar 8 Mon   **8W3** Exams begin
Mar 9 Tue   **8W3** Exams end
Mar 11 Thu  **8W4** Classes begin
Mar 25, Thu **15W** Last day to withdraw
Mar 29 Mon  Summer and Fall 2021 Registration begins
Apr 12 Mon  **8W4** Last day to withdraw
Apr 21 Wed  **15W** SSOI open
           **8W4** SSOI open
Apr 27 Tue  Spring 2020 Incomplete Last day for removal
           **15W** Classes end
Apr 28 Wed  **8W4** Classes end
Apr 29 Thu  **8W4** Exams begin
           **15W** Exams begin
Apr 30 Fri  **8W4** Exams end
May 6 Thu   **15W** Exams end
May 7 Fri   Commencement
May 10 Mon  All Grades due at 8 am

MFA 20–21 | Important Dates

Jan 29 Fri  Thesis Workshop for Yr3 grads and chairpersons
Feb 26 Fri  PreThesis Workshop for Y2 grads
Mar 26 Fri  Annual Review Workshop for Yr1 grads
Apr 16 Fri  Thesis submitted to the SoAD Director
Apr 22 Thu  Thesis submitted to the Graduate School [https://libguides.ecu.edu/vireo/etd]
Apr 23 Fri  MFA Meet with all grads and faculty
FINANCIAL AID OVERVIEW

Assistantships

The School of Art and Design offers teaching and research assistantship opportunities beginning the first semester of attendance. Studio art teaching assistantships may be awarded once students have completed a teaching observation assistantship and have completed 18 hours of studio art course work. All MFA candidates are guaranteed the opportunity to teach undergraduate courses, and many can teach several different courses.

Assistantships pay $12,000 per academic year (Fall/Spring) for a full-time assistantship of 20 hours per week and require twenty hours per week of work, which may be assigned in a variety of ways. Often a block of time may be devoted to monitoring undergraduate studios, working on special projects, the Gray Gallery, teaching, assisting faculty with research or teaching, or a combination of the above. Each MFA candidate receives a contract, at least one semester in advance that details their assistantship obligations.

Scholarships

School of Art and Design scholarships for full-time students majoring in Art are awarded based on ability as reflected in the creative portfolio, academic excellence, and with some scholarships, need. Scholarships are contingent upon funding guidelines and the availability of funds.

The application for the School of Art and Design scholarships must be submitted online through ECUAward [https://ecu.academicworks.com]. This site can be accessed by signing on with your ECU credentials. On the Opportunities page, use “Art” and “Design” as keywords for search/filter, and SoAD scholarships will populate the list (except for non-SoAD opportunities that contain the same keywords in their description).

Once you complete the general scholarship application, your application will automatically be Auto-Matched to opportunities where you meet the requirements.

The SoAD scholarships are Apply-To opportunities where you will submit additional materials such as portfolio, image list, and written statement about your work.

The submission due date is January 15 for all awards.
STUDENT HEALTH INSURANCE PLAN

This section provides the specific steps you need to follow if you want to purchase the ECU provided Student Health Insurance Plan.

You can go directly to the enrollment form at [https://www.bcbsnc.com/studentbluenc/#/ecu/rse] or navigate through the portal by doing the following steps.

1. Go to the SB portal: [http://studentbluenc.com/#/ecu/welcome]
2. Click “Enroll” at the top of the page.
3. Click the Blue box that says “Enroll Now”
4. In the “Important” section, click the last word “here” – a hyperlink that will take you directly to the form.
   Important: with recent events due to COVID-19, eligibility criteria for the plan have been updated to allow students that have decided to take some or all classes remotely to enroll in the Student Blue Plan. Please review the updated information here. If you would like to enroll in the Student Blue insurance plan but are currently not able to through the Student Blue portal, please enroll here.
5. Once you complete and SUBMIT the form, your eligibility will be verified. Within 5-7 days, the fee will be added to your account ($1308.40), and this must be paid, or your schedule could be canceled. You will receive an email that you are enrolled, and the insurance card will be sent to you. Please be advised this process may take 5-7 business days.

Recent Update - Eligibility Information

Student Health Insurance Eligibility Updates for Online Students.

With the recent events due to COVID-19, the UNC Systems office has allowed us to offer the Student Blue insurance to students who wish to enroll.

Previously for traditional (campus-based) students, the requirements were:

- Enrolled in three or more credit hours, charged the health fee, and be in a degree-seeking program.

We understand that a lot of classes have been moved to online, not at the control of the student. If you meet the hour requirement (regardless if online or on-campus) or are in a degree-seeking program and are currently paying the health fee, you may still enroll in Student Blue.

Students that have decided to take all classes remotely, you may also enroll in the Student Blue Plan as long as you meet the following requirements:

- Meet the applicable minimum semester-credit-hour thresholds (Graduate – three hours)
- Enrolled in a degree-seeking program

If you would like to enroll in the Student Blue insurance plan and the Student Health Insurance charge ($1,308.40) is not currently on your tuition statement, go to [https://www.bcbsnc.com/studentbluenc/#/ecu/rse] to complete the enrollment form. Once your eligibility is verified, we will have the charge placed on your tuition account. Please allow 5-7 business days for all actions to take place.

Reminder: Students don’t have to submit a waiver IF they do NOT meet the requirements and do NOT have the charge on their account.
OUT-OF-STATE TUITION REMISSION POLICY

Graduate faculty may recommend particular graduate applicants or graduate students for out-of-state tuition remissions, which cover the out-of-state portion of the student’s tuition. The School of Art and Design Graduate Committee will evaluate their credentials and award the tuition remissions granted to the SoAD according to the following policy:

The awarding of graduate out-of-state tuition remissions is based on applications received by the February 1 priority deadline, a minimum undergraduate GPA of 3.0, and a portfolio determined as superior by faculty reviewers. If the number of qualified applicants exceeds the number of remissions allotted to the School of Art and Design, applicants will be ranked considering the quality of the portfolio, undergraduate grade point average, statement of intent, and the overall needs of the School of Art and Design.

Out-of-state tuition remissions shall be awarded for two consecutive semesters. The Graduate Committee may choose to extend the award on a semester basis not to exceed a total of four semesters (except for international students). Complete information about policies and funding of awards may be found on the Graduate School website, [https://gradschool.ecu.edu/].

A remission may be terminated, in writing, by the Graduate Program Director, on the recommendation of graduate faculty in the student’s discipline area. The recommendation will be evaluated by the School of Art and Design Graduate Committee and forwarded to the School of Art and Design Director and the Dean of the Graduate School for approval.

Tuition Remissions

There are a limited number of out-of-state tuition remissions, which cover the out-of-state portion of the student’s tuition. The remissions are competitive, and the minimum criteria for eligibility are a 3.0 overall GPA (or 3.0 senior year) and a meritorious portfolio and application materials. Each concentration area nominates applicants, with the final decision made by the School of Art and Design Graduate Committee. (January 15 deadline only)

Tuition and Fees information [https://financialservices.ecu.edu/tuition-fees/].

Establishing Residency

All students seeking in-state status, after having lived in North Carolina for one year plus one day and no sooner, must apply for their residency reclassification through the North Carolina Residency Determination Service (RDS) system [https://ncresidency.cfnc.org/].

With this application, a Residency Certification Number (RCN) will be assigned, and the information will go over to Banner. Once RDS has determined a status, the student will be notified of their classification as in-state or out-of-state. For more information on the RDS system, visit [https://ncresidency.cfnc.org/residencyInfo/].
GRADUATE ASSISTANTSHIP POLICIES AND PROCEDURES

General Information

Students admitted to the Graduate School may be eligible to receive financial support in the form of an assistantship. The primary purpose of graduate assistantships is to promote the successful completion of an academic program by enabling students to work in an educational setting while they earn their degrees. Graduate assistants work under the supervision of an appropriate faculty member. Graduate assistantship assignments provide support of the University’s teaching, research, or service missions for the benefit of the student in an area closely related to the student’s chosen field of study. Employment is measured as a proportion of full-time equivalent (FTE) status, with 1.0 FTE representing employment estimated to be 40 hours per week. For a full list of the requirements and eligibility criteria applicable to graduate assistants, please see the Graduate Assistantship Contract.

Types of Graduate Assistantships

I. Graduate Teaching Assistant – GTA/IOR

A graduate teaching assistant (GTA) works with a supervising faculty member to gain instructional skills and an increased understanding of the discipline. The GTA is paid a stipend, and their primary responsibilities are to support the University’s instructional mission. Services provided by a GTA may include some or all of the following: classroom or laboratory teaching (IOR Instructor of Record); advising and mentoring of students; proctoring examinations; grading papers, homework, and projects; providing artistic instruction or assisting with preparation and management of materials and programs that are utilized in imparting knowledge or in the instructional process; or providing other general assistance in the instruction process.

Criteria Used for Awarding Instructor of Record Graduate Teaching Assistantships

Instructor of Record assistantships are of the highest priority. Following factors determine the distribution of awards:

1. The best course of action for the School of Art and Design.
2. The experience and qualifications of the applicants.
3. Compliance with University and NASAD policy requiring graduate students (MFA/MAEd) have 18+ graduate semester hours in studio art completed before being awarded a teaching assistantship.

Eighteen Graduate-Semester-Hour Rule

Teaching assistants assigned primary responsibility for the administration, instruction, and evaluation of students enrolled in courses must have satisfactorily completed a minimum of 18 semester hours of graduate course work in the field in which instruction is given (SACS 18-hour rule). They must also receive in-service training, be under the direct supervision of an experienced faculty member in the field, and evaluated each semester.

Instructor of Record Assistants must comply with all ECU Policies and Procedures Regarding Instruction:

1. Maintain 5-hour office hours per week
2. Provide complete course syllabus
3. Submit final grades on time each semester
4. Observe FERPA guidelines [https://registrar.ecu.edu/family-educational-rights-privacy-act/]

Instructor of Record assistantships are compensated at a 0.75-time position (15 hours/week).
II. Graduate Research Assistant – GRA

A graduate research assistant (GRA) works with a supervising faculty member to provide general support to the University’s research mission. The assignments may or may not relate directly to the student's thesis or dissertation. Duties involve applying and mastering research concepts, practices, or methods of scholarship. Services provided by a GRA may include some or all of the following: assisting faculty members in a research or creative activity; performing degree-related professional or administrative services that support research, instruction, professional development, or outreach missions of the University; developing and evaluating instructional materials or curricula; or assuming responsibility for designated scholarly endeavors.

Limitations on FTE, Workload, and Appointments

The Graduate School limits the FTE of graduate assistantships to ensure that students make adequate, satisfactory academic progress and complete their degrees within appropriate time limits. A graduate assistantship of 0.50 FTE is estimated to be the equivalent of 20 hours of work per week. Assistantships up to 0.625 FTE are equivalent to an estimated maximum of 25 hours per week and do not require the permission of the dean of the Graduate School. Exceptions for appointment totals exceeding 0.625 require the approval of the dean of the Graduate School. The sponsoring unit must allocate sufficient funds to cover the employer’s portion of the NC State Employee's Health Insurance plan, if applicable.

Eligibility for Assistantship Funds

Graduate assistantship funds are allocated by the Graduate School to departments to be used to support graduate teaching assistantships and graduate research assistantships. They may only be awarded to graduate students enrolled in on-campus programs.

Minimum Assistantship Amount

A full-time graduate assistantship (20 hours per week - fall and spring semesters) pays a minimum of $12,000 ($6,000 per term). Units may opt to split assistantships into 1/4 (5 hours per week), 1/2 (10 hours per week), and 3/4 (15 hours/week) appointments as deemed necessary.

Tax Withholding Requirements

For graduate assistants to be exempt from FICA tax withholding, they must have a minimum registration of 4 hours for the fall and spring semesters and 3 hours in the summer. If the graduate assistant is registered for less than the stated hours, FICA will be withheld. Departments paying students from sources other than state-appropriated dollars should note that the University’s portion of the FICA (7.65%) will be taken from the funding source used to pay the assistantship and should, therefore, budget accordingly.

Time Limit on the Use of Graduate School Assistantship Funds

Students in the MFA program may not receive assistantship support from Graduate School funds after their sixth semester of enrollment (excluding summer sessions). A department may use its funds in such cases where a longer length of time is necessary and appropriate at its discretion. First consideration will be given to funding full-time students at a higher level. Other factors include academic record and performance in previous assistantship positions. Students who have extended beyond three years of graduate study must make a written request to the Graduate Director explaining the circumstances and need for an extension of funding. The SoAD makes no guarantee to fund such requests.
General Information Regarding the Awarding of Assistantships

The annual assistantship budget for the School of Art and Design determines the number of positions available for the academic year. In making assistantship awards, the overall needs of the School of Art and Design remain the Graduate Committee’s and the Graduate Program Director’s primary responsibility. There is no obligation to award a particular assistantship, even when requested. However, the Graduate Committee and the Graduate Program Director make every effort to accommodate the graduate student and the Area Coordinator’s specific requests. Furthermore, because the SoAD budget is dependent on the State Legislature for funding, the awarding of a graduate assistantship to each graduate student is NOT guaranteed. Any questions or complaints regarding the awarding of graduate assistantships should be formally presented to the Graduate Committee.

Procedures for Awarding Graduate Assistantships

1. At the date noted on the SoAD Graduate Calendar, enrolled graduate students should discuss requests for assistantship assignments or changes with their area coordinator and the Graduate Program Director.
   a. Students that want to be considered for Instructor of Record positions in the First-Year Shared Experience must consult with the First-Year Programs Coordinator before teaching.
   b. Students that want to be considered for Instructor of Record positions for sophomore courses within their discipline must discuss this possibility and related requirements with their area coordinator.

2. Area Coordinators will provide the Graduate Program Director with a list of job assignments within their area and the number of hours requested for each student.

3. In consultation with the Area Coordinators, the Graduate Program Director will assign assistantships in the following order;
   a. Instructor of Record
   b. Research assistantships that are safety-related and assistantships that require specialized training*
   c. All other assistantships

4. The Graduate Program Director consults the Graduate Committee and the Director of the School of Art and Design to make any necessary adjustments.

5. Contracts are logged into Banner.

6. Contracts are reviewed and approved by the College of Fine Arts and Communication, then the Graduate School.

7. Graduate students are notified to review their assignments and sign contracts. If a student rejects any part of their job, they drop to the bottom of the list and will be offered any remaining jobs if available.

8. There will always be an unforeseen circumstance that may require adjustments. The most common is when a graduate student’s class does not make the minimum enrollment. The course will be canceled, and the student will be reassigned.

* If students have the training, experience, or expertise outside their concentration area (Technology, Art Histories, etc.), please inform the Graduate Program Director.
Supervision of Instructor of Record Graduate Teaching Assistantships

Each graduate Instructor of Record will be assigned a faculty supervisor. Faculty supervisors are responsible for providing graduate assistants with training and written information, as stated in the Faculty Manual Part II Section 4, [www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part2section4.pdf].

1. Course pre-requisites and required class-standing
2. Course objectives and the student learning outcomes
3. Course content
4. Complete requirements of the course and class attendance regulations
5. The weight of various requirements of the course in determining the final grade
6. Any other items warranted for instruction/administration of course purposes

Written material and any text for the course should be provided to the graduate teaching assistant after the assistantship award is made and before formal in-service training covering these items. The first training session should occur before the first meeting of the class.

Supervisors are responsible for scheduling and providing written notification of periodic in-service training sessions to assigned graduate teaching assistants before and during the semesters in which the graduate student is teaching. In-service session attendance is required and must be announced as necessary for graduate teaching assistants. These in-service training sessions collectively cover administration, instruction, and evaluation of the course taught by the graduate assistant.

Supervisors are responsible for arranging a minimum of 2 classroom observations of a graduate teaching assistant that occur each semester. A written evaluation of each observation must be provided to the Graduate Program Director. These observations and written assessments are in addition to the brief summation currently required on graduate assistant performance.

It is not required that the supervisor be the person, or the only person, involved in in-service training or evaluations of teaching assistants. It is, however, the responsibility of the supervisor to see that in-service training and assessments occur.

Written materials provided to the graduate teaching assistant by the supervisor should include:

1. Course objectives and the student learning outcomes
2. Sample course syllabus
3. Sample project assignments
4. Grade book
5. Any additional support materials
Responsibilities of the School of Art and Design Graduate Assistants

1. Reporting to an assigned supervisor one week before the registration day of each semester (summer sessions are an exception). This period extends through the last day of exams (university schedule) for the semester.

2. Meeting with an assigned supervisor once a week at a mutually agreed upon time and location.

3. Fulfilling duties promptly, as outlined in the position job description under the direction and to the satisfaction of the assigned supervisor by the weekly/hourly rate as indicated on the job description, located in the Job Description Book in the main office.

4. Keeping the assigned supervisor informed, regularly, of time spent in the performance of duties.

5. Attending all required meetings with the assigned supervisor.

6. Maintaining good academic standing.

7. Informing the School of Art and Design Graduate Program Director and the designated supervisor of impending absence from the performance of assistantship duties and filling out appropriate paperwork before the absence.

8. Instructor of Record Graduate Teaching Assistants must be available for five office-hours per week with time and location noted on the syllabus.

Rights of the School of Art and Design Assistantship Recipients.

1. Performance of only the duties outlined in the job description for the position awarded.

2. Time spent in the performance of the responsibilities of the position is not to exceed the total time allotment specified for a semester or a summer session.

3. When an infraction of responsibilities/duties/standards occurs, where such notice or complaint is made to the student in writing, the student may submit, in writing, a rebuttal of charges. This rebuttal must be addressed to the student’s assigned supervisor, and a copy must be sent to the Graduate Program Director.

4. Timely notification of specific duties that are to be performed to allow for personal and academic schedule adjustments when such responsibilities are outside the usual performance required of the position.

5. To meet all scheduled classes in which the student is enrolled and to inform the supervisor when specific duties will interfere with class/study degree program requirements and work out a compromise with the assigned supervisor.

6. To address, in writing, infractions of rights as listed herein to the designated supervisor, with a copy sent to the Graduate Program Director.

7. To receive timely written notice of individual meetings with the student’s assigned supervisor.

8. To have access to all written evaluations of the assistantship performance with the right to provide written rebuttals.

9. To receive, from the assigned supervisor, adequate orientation, instruction, and guidance, in the fulfillment of the responsibilities and duties of the assistantship.
Performance Review

Graduate assistants receive two formal evaluations of their performance each semester, one before mid-term and the other before finals. The assistantship supervisor will provide assessment in the following areas: Fulfillment of Duties, Dependability and Communication, Problem Solving and Initiative, Preparation, and Articulation of Course Material and Critique (GTA IOR only).

Due Process and Procedure

Should the graduate assistant fail to meet the responsibilities listed herein, the supervisor will, in writing, document and inform the student of specifics relative to responsibilities/duties/standards not met. A copy of this letter will be forwarded to the Graduate Program Director. Should a second infraction occur, and written documentation is received by both the graduate student and the Graduate Program Director, the School of Art and Design Graduate Committee will convene with both the student and immediate supervisor in attendance, to receive any additional evidence. A majority vote by the School of Art and Design Graduate Committee shall determine recommendations/actions to be taken.

Should the initial infraction of responsibilities/duties/standards has jeopardized the safety of student(s), property, and the educational programs, the School of Art and Design Graduate Committee will convene, with both the student and immediate supervisor in attendance, to receive additional evidence. A majority vote by the School of Art and Design Graduate Committee shall determine recommendations and actions to be taken.

Unlawful Harassment and Discrimination Training

Unlawful harassment and discrimination endanger the environment of tolerance, civility, and mutual respect that must prevail if the University is to fulfill its mission. East Carolina University is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace, and students can engage fully in the learning process. Therefore, no acts of harassment or discrimination will be tolerated among any of the faculty, staff, or students who comprise our academic community.

To that end, in 2007, mandatory harassment and discrimination training was established to ensure that all employees are informed about Equity laws and policies. Our commitment has been formalized in clear and accessible policies that can be found at [https://oed.ecu.edu/].

To receive your first assistantship, you will be required to complete the Preventing Sexual Harassment (PSH) and Preventing Employment Discrimination (PED) training modules.

The Graduate Program Director will contact you with details. The training certification lasts for two years and must be renewed to receive subsequent assistantship awards.

Individuals with questions about unlawful harassment and discrimination, equity policies, or PED/PSH training should contact the Office for Equity and Diversity at 252 328 6804.
GRADUATE STUDENT ADVISEMENT AND REGISTRATION PROCEDURES

Each semester students should refer to the university calendar [https://faculty senate.ecu.edu/academic-calendars/] to determine the dates for advisement, pre-registration, and registration.

The Graduate Program Director is the official advisor for all MFA and MAEd students in the School of Art and Design and oversees the advisement process. All graduate students are advised by their area coordinator concerning their curriculum. The Graduate Program Director may also address any questions about non-discipline specific courses.

1. Review the course offerings by following the steps outlined in PiratePort. Available courses for each semester are listed on Banner. Graduate-level DE courses are listed as ART 6000+ with section 601.

2. Determine the schedule in consultation with the student’s Area Coordinator.

3. If a special course (ART 6500, 6991-94), needs to be created for the student, the instructor needs to submit the request detailing the course information, syllabus, and student information to the Graduate Program Director.

4. For ART 7000 Thesis, Masters Pre-Thesis Research Approval Form and MFA Thesis Committee Signature Form should be completed and submitted to the Graduate Program Director before the thesis section can be created.

5. Sign up for courses using Banner
   - Step 1: At ECU home page [http://www.ecu.edu], select PiratePort and log in
   - Step 2: Go to Banner Self Service
   - Step 3: Select Registration
   - Step 4: Look Up Classes / Add or Drop Classes

6. Use DegreeWorks [https://registrar.ecu.edu/what-is-degree-works/] to check and evaluate your requirements and progress.

MFA Requirement
- 24 s.h. Art core: student’s area of concentration (ART)
- 12 s.h Art electives (ART)
- 12 s.h. Art histories (ARTH)
- 3 s.h. Art 6000 Reading in Art (ART)
- 3 s.h. General electives
- 6 s.h. ART 7000 Thesis (ART)
- Thesis exhibition

MAEd Art Education Requirement
- 6 s.h. Education (EDUC 6001, SPED 6002)
- 9 s.h. Art education (ART 6800, 6801, 6898)
- 9 s.h. Art electives (ART)
- 3 s.h. Art history electives (ARTH)
- 3 s.h. Final product: thesis option or 6 s.h. Final product: non-thesis option
POLICIES REGARDING MFA DEGREE PROGRAMS

Studio Space

Only MFA-degree program students (those accepted into the graduate program by the ECU Graduate School as well as the School of Art and Design) are assured studio space (see NASAD [http://nasad.accredit.org/] requirements). Such studio space is only guaranteed within the SoAD area for which the graduate student’s application was accepted. Non-degree students are NOT guaranteed studio space.

Annual Review

A graduate student will receive two formal evaluations of their progress through the curriculum and potential for the successful completion of the thesis. A committee of no less than three faculty members (Committee), including the candidate’s Area Coordinator, will evaluate the candidate’s creative work, research, knowledge of appropriate tools, materials, technology, writing, and oral communication skills. The student must complete their Annual Review (Review) at the end of each year (student’s 2nd semester and 4th semester). One week before the Annual Review, the student will notify the Committee membership details to the SoAD Graduate office.

Following are the topics on which the student will be evaluated:

1. Creative Work
   The student’s creative work completed during each academic year will be evaluated by the Committee in the areas of Visual Communication, Critical Development, Content/Context, and Interdisciplinary Component.

2. Written Communication
   The student will demonstrate written proficiency by completing a 5-page (minimum) research paper following either the MLA or Kate L. Turabian’s A Manual for Writers of Term Papers, Thesis and Dissertations. The research paper must have an appropriate bibliography for the chosen topic. It is recommended that students work with graduate writing consultants at the University Writing Center [https://writing.ecu.edu/uwc/].

3. Oral Communication
   The student will be assessed on their oral communication proficiency through the defense of that body of work. To help with improving public speaking skills, the School of Communication offers consultation at the Speech Communication Center [https://communication.ecu.edu/the-communication-center/].

4. Technological Capabilities
   The student will be assessed on their capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.

When all members of the Committee complete the evaluations via Qualtrics, the SoAD Graduate Office will provide the Committee’s evaluation report. The Committee will meet with the student to discuss the assessment with the results and documentation of the evaluation, including any required remedial work, or justification for termination.

The student must submit copies of all materials submitted for the Review, including visual documentation of creative work to the Graduate Program Director within two weeks of the Review. Upon successful completion of the Review in their second year, the student will complete the PreThesis Research Approval Form, DocuSign provided by the Graduate Program Director, to register for ART 7000 in the following semester.
Transfer Credit/Waiver Information

Up to 20 percent of the credit hours in a program may be earned in any regionally accredited institution. No credit hours completed as part of a previously-earned master’s degree can be counted toward a second master’s degree.

Graduate-level course work taken elsewhere is not automatically applied to a graduate degree program at East Carolina University. The Graduate School must approve college, school, or departmental petitions for application of transfer credit.

Students who have been admitted to the Graduate School at East Carolina University may enroll at other regionally accredited graduate-level institutions for course work if it applies to their programs. Students must have advance permission from their college, school, or Graduate Program Director and the Dean of the Graduate School.

To make a transfer credit inquiry or request, download the transfer request form from the following website [https://registrar.ecu.edu/forms/] and submit the completed form to the Graduate Program Director.

The Area Coordinator will make transfer credit decisions of the concentration to which that credit would be applied. The Graduate Director will inform the applicant of the decision. If the request is approved, the Graduate Director will forward the application to the Graduate School for consideration.

Change of Degree or Studio Major

School of Art and Design graduate students who wish to change degree programs or studio majors are subject to the same standards of faculty review as the initial graduate applicant.

The following procedures will be observed:
1. A student must file a petition to change program using the form available on the Graduate School website
2. The completed form is submitted to the Graduate Program Director, and the student’s credentials will be sent to the new school or department for evaluation and recommendation.
3. The petitioning student will be notified by the program concerning the outcome of the petition.

A student who petitions successfully for transfer to a new degree program must complete new program requirements at the time of the change of program. Any courses credited from the old program must meet the time frame requirements for completion of the new program.

Policy on Completion of Degree Requirements and Graduation

Graduate students who have previously registered for all credits in a graduate degree program but have not completed all requirements (e.g., thesis, professional paper, internship, etc.) must continue to register each semester (except summer terms) until all degree requirements are completed and filed with the registrar. Students must be enrolled for at least one credit hour during the semester of graduation except for the summer if registered for the prior spring semester. Students may request a leave of absence for special circumstances but are not permitted to use university resources during the period of their leave of absence. Students may petition the Graduate School for an exception to the continuous registration requirement if all degree requirements are completed before the first day of class in the next term.
Incomplete Policy

A grade of I (incomplete) must be removed within one year from the date of receiving that grade, following the procedures outlined in the graduate catalog. Any exceptions to this policy must be made through appeal to both the Graduate Committee and the student’s area coordinator. Any student that does not remove an Incomplete in one year will not be able to receive an assistantship until the incomplete has been removed.
THESIS INFORMATION AND REQUIREMENTS

A Thesis exhibition is the formal presentation of the student’s artwork in which the student demonstrates advanced professional competence. The student selects the work in the final exhibition under the direction of faculty in their area of concentration. A written document, supporting the student’s artwork and following the guidelines of the East Carolina University Graduate School, is also required. The final exhibition and the written documentation are the concluding requirements of an MFA as a terminal degree in Art.

The written thesis follows the format and procedures for thesis requirements, as defined by the East Carolina University Graduate School. The written thesis for the MFA degree is a support document to the thesis itself, which is the thesis exhibition of artwork.

Applications for all graduate thesis exhibitions (fall or spring) must be made through the Gray Gallery and the Graduate Program Director. To initiate the process for a Thesis exhibition, the student must submit a completed and signed Intent to Exhibit Form to the Graduate Program Director, two semesters before the anticipated exhibition.

Failure to do so will withdraw the option to exhibit. The Intent to Exhibit Form must be signed by the student, the thesis chairperson, the Graduate Program Director, and the representative of the exhibition venue. If a student intends to exhibit during the fall semester, it will be the responsibility of the student to find an exhibition space, provided the student has the approval of the thesis chairperson. The thesis committee must approve any exhibition venue outside of East Carolina University.

The Wellington B. Gray Gallery hosts an MFA Thesis Exhibition. Thesis students intending to exhibit at the Gray Gallery must comply with the procedures and regulations established by the School of Art and Design Galleries.

The School of Art and Design must approve all promotional material for group exhibitions in the Gray Gallery. If it is an exhibition outside of Gray Gallery, the thesis chairperson must approve all promotional material.
Semester Before the Thesis Year

When preparing for the year-2 Review, the student will select a Thesis topic and Thesis Chairperson. The Thesis Chairperson must have a graduate or associate graduate faculty status in the student’s declared concentration. Should the student wish to change their thesis director, the matter will be brought before the Graduate Program Director with the student and the Thesis Chairperson present. If not resolved then, the case will be brought before the School of Art and Design Graduate Committee.

The student will select thesis committee members in consultation with the Thesis Chairperson. The thesis committee is composed of a faculty member from the student’s discipline who serves as the chairperson, two other graduate or associate graduate faculty from the School of Art and Design who serve as readers. Other members from another school, department, or specialists in the field may serve as consultants. All committee members, except for the consultants, must hold graduate faculty status (full or associate). Any subsequent changes in the thesis committee must have the approval of the thesis director and the student.

After the thesis topic has been selected and approved by the thesis chairperson, the student will write a thesis prospectus containing the following components.

a. Problem statement
b. Specific aims
c. Methodologies and influences
d. Projected outcomes
e. A bibliography of materials on the topic

The student will submit the thesis prospectus to each thesis committee member. Shortly after that, the student will meet with the thesis chairperson and committee members for the year-2 Review. When approved by the Committee, the student will submit the Masters Pre-Thesis Research Approval Form and MFA Thesis Committee Signature Form to the Graduate Program Director. Completed forms will be forwarded to the Graduate School for approval, and a section of ART7000 thesis will be created for the student. Completing this process officially confirms the student’s candidacy for the Master of Fine Arts.

When ECU or its affiliates are engaged in an activity that meets the definition of human research, UMCIRB review is required. All human research must apply protections for human participants as mandated by regulations and standards outlined in federal, state, and local laws and institutional policies. All proposed human research activities must be submitted to the UMCIRB prospectively for Review and approval. Investigators must obtain UMCIRB approval before beginning any human research activities. The UMCIRB also utilizes the Office for Human Research Protections (OHRP) guidance entitled “Guidance on Engagement of Institutions in Human Subjects Research” to determine when the institution is engaged in human research activities. Students whose thesis projects involve research with human subjects must submit, with the title of the thesis, a brief description of how said human subjects would be used for the study and receive IRB approval [https://rede.ecu.edu/umcirb/].

Summer Before the Thesis Year

Working closely with the Thesis Director, the MFA Candidate will develop an outline for the creative thesis (exhibition) and the report (written thesis) based on the thesis prospectus. This step will help with the structure and organization of thesis work in the upcoming year.
The Thesis Year

This final year is an exciting time when candidates’ research during their graduate studies will yield much-anticipated results. All the preparation both in creative work and research will continue to inform the thesis process for the candidate. The Thesis Director and the Committee will help assess the candidates’ work as well as pace their progress throughout the year. Successful thesis process is outlined with the following:

a. Work: Thesis Exhibition
b. Report: Written Thesis
c. Review: Oral Defense
d. Publish: Electronic Submission

Once again, the thesis doesn’t have to be an obstacle. It is one of the most valuable moments during graduate studies as things fit into place; your work informs research, and your research informs work.

The Thesis Semester

1. Thesis Timeline

a. Exhibition Schedule
   - Semester Week 9 Install
   - Semester Week 10 Open
   - Semester Week 10 Reception
   - Semester Week 11 MFA Artist Talks
   - Semester Week 12 MFA Thesis Defense
   - Semester Week 13 De-install

b. Committee Meetings
   - Beginning of the semester, 3rd formal meeting with the Committee
     - review of thesis work
     - document writing, second draft
   - After thesis install, 4th formal meeting with the Committee
     - review of the thesis exhibition
     - document writing, the final draft

c. Thesis Defense
   - Semester Week 12 MFA Thesis Defense

d. Thesis Submission
   - Semester Week 14 Written document submission to SoAD Director for approval/signature
   - Semester Week 15 Written document submission to Vireo due [https://vireo.ecu.edu]

2. MFA Thesis Exhibition

The culminating experience for the School of Art and Design’s Master of Fine Arts in Art (MFA) candidates is the thesis exhibition. After three years of hard work, this exhibition represents the development of their artistic voice and skills through a cohesive body of work through a conceptual, technical, and ideological discourse of the candidate’s concentration area. It is a demonstration of the highest level of professional competency in the visual arts and design.
3. MFA Written Thesis

The MFA degree also requires the completion of a written thesis in support of the visual thesis. The written thesis must comply with the regulations of the concentration area as well as the general requirements of the Graduate School, as outlined in the Manual of Basic Requirements for Theses and Dissertations [http://libguides.ecu.edu/vireo/etd]. The written thesis may not serve as the final body of work and is secondary to, and in support of the thesis exhibition.

The written thesis must demonstrate the candidate's understanding of the history (conceptual, technical, ideological, etc.) of the specific concentration area relevant to the thesis topic and work, as well as how the candidate's art or design work builds on the knowledge of the discipline.

The document must provide a thorough background and context for the topic. There should be specific historical and contemporary examples of artists or designers and specific artworks or design works that have some relationship, impact or influence on the topic. If relevant, this background should include the same broad discussion in terms of technique, ideology, etc. Appropriate bibliographic citation of historical and contemporary references related to the topic and work is required.

Agreements, Embargo, Copyright: ECU Non-Exclusive Distribution License needs to be completed and uploaded at the time of Vireo submission. [https://libguides.ecu.edu/c.php?g=694874&p=7358587]

4. MAEd Written Thesis

The Thesis is a rigorous research and writing activity that conforms to scholarly standards and guidelines established by ECU's Graduate School. The thesis is a synthesis of your studies and documentation of your contribution to the professional art education body of knowledge.

You select a Thesis Director who will assist you in selecting your thesis committee, writing your preliminary thesis statement, and guiding you through IRB (institutional review board) approval as necessary. Your Thesis Director is designated as the teacher of record for ART 7000. The Manual of Basic Requirements for Theses and Dissertations is available on the Graduate School's Web site to guide your work.

The thesis writing process is intense and requires consistent communication with your committee, who will provide guidance and feedback on your ideas and your writing. Preparing a thesis requires continuous revisions of draft documents until you and your committee agree that your thesis document thoroughly presents your research and meets all University writing standards. If you wish to pursue a Doctor of Philosophy degree (PhD) or a Doctor of Education (EdD), the thesis option is suggested because it would provide practice conducting research and doing scholarly writing.

ECU Thesis Website: Vireo Electronic Thesis and Dissertation Submission Service [https://libguides.ecu.edu/vireo/etd]
Agreements, Embargo, Copyright: ECU Non-Exclusive Distribution License needs to be completed and uploaded at the time of Vireo submission. [http://www.ecu.edu/cs-acad/gradschool/upload/Vireo-NonExclusive-Distribution_License]
   - Abstract
   - Blank Page
   - Title Page (first page counted but not printed in footer; lower-case Roman numeral i)
   - Copyright Page (second page counted but not printed in footer; lower-case Roman numeral ii)
   - Signature Page (third page counted but not printed in footer; lower-case Roman numeral iii)
   - Table of Contents (next sequential lower-case Roman numeral, but not listed in ToC)
   - List of Tables/Figures (as appropriate; next sequential lower-case Roman numeral; listed in ToC)
   - List of Plates (as appropriate; next sequential lower-case Roman numeral; listed in ToC)
   - List of Symbols/Abbreviations (as appropriate; next sequential lower-case Roman numeral; listed in ToC)
   - Preface (optional page with the next sequential lower-case Roman numeral; listed in ToC)
   - Body of Thesis (Arabic number; first page of each section is counted but no footer; listed in ToC)
   - References (Arabic number; listed in ToC)
   - Plates (as appropriate; Arabic number; listed in ToC)
   - Appendices (as appropriate; Arabic number; listed in ToC)
   - Blank Ending Page

   - Inserting Leader Lines for Table of Contents [http://libguides.ecu.edu/ld.php?content_id=34040817]
   - Section Break vs. Page Break [Office 365]
   - Footer: Page Number [http://libguides.ecu.edu/ld.php?content_id=34040738]

7. Archive of SoAD Thesis Documents [http://thescholarship.ecu.edu/handle/10342/29]
THE GRADUATION PROCESS

Meet with Your Advisor
Students must meet with their area coordinators and the Graduate Program Director at least one semester before graduation. At this meeting, review your Degree Works audit to ensure all degree requirements have been or will be met.

The DegreeWorks Audit
The purpose of the DegreeWorks audit is to provide a record of remaining requirements for graduation and to eliminate last-minute errors. The catalog and program entered in the Banner student record determine the requirements for graduation that are loaded in Degree Works.

All Graduate Students will be Checked-Out for graduation with their Degree Works audit. Graduation Services will no longer accept graduate summaries as part of the degree and graduate certificate graduation process. The Graduation Services office will process the official Review of a student’s audit. All students who have applied to graduate will be assessed. If a student has not applied to graduate, they will not be evaluated for Graduation. If there is an error or omission, the student and department will be notified. Questions can be referred to the Graduation Services office at [regis@ecu.edu].

University Commencement
At the beginning of the Fall/Spring semester in which the student plans to fulfill all degree requirements, the student needs to pick up their MFA/MAEd gown, cap, and hood at the Student Supply Store located on campus in the Wright Building. The cap and gown are included in the graduation fee, but the student must rent an MFA/MAEd hood at the Customer Service Desk at the Student Supply Store. All are to be worn by the graduate during the University Commencement.

SoAD Recognition Ceremony
Graduates of the School of Art and Design are recognized in a special ceremony, usually the Saturday after the University graduation ceremony each semester.
APPENDIX

SoAD Reopening Plan
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 Thesis Committee Signature Form (via DocuSign)
SoAD MFA Intent to Exhibit Form (via DocuSign)
Vireo Non-Exclusive Distribution License Form (via DocuSign)
The goal of this document is to establish a School of Art and Design specific guidelines for reopening during the COVID-19 pandemic. These guidelines are intended to help maintain safety for faculty, students, staff and guests. The following guidelines were established by considering the latest research and best practices set forth for the entire university community at ECU. Though these guidelines may take adjustment of actions and attitude, it is important for all students, staff, and faculty to understand the importance of such guidelines and to adhere to them on a daily basis.
Introduction
The School of Art and Design community is centered on face-to-face interactions and is focused in Jenkins Fine Arts Center. During the COVID-19 pandemic we must modify our behavior and culture to ensure that we keep everyone as safe as possible. This will be a challenge since many are used to spending long hours in Jenkins, working after-hours, and coming and going from Jenkins freely. Unfortunately, we cannot continue this approach and keep our community safe. We will follow the guidelines below for accessing Jenkins, essential tools, and equipment to maintain as safe an environment as possible. Each concentration area has its own processes, tools, and layouts that may pose different challenges. This document provides baseline standards.

Our hope is that by following these guidelines strictly and to the best of our ability, faculty, staff and students will be able to engage in a safe learning environment and to have the best learning experience possible.

As university members we have a critical role in adhering to these guidelines in order to protect one another. As a school body, we encourage you to take and honor this pledge throughout the coming school year to keep our university and surrounding community safe.

School of Art and Design Pirate Pledge
I pledge to do my part to keep our School and community safe as I return to Greenville, NC and East Carolina University Campus.

I understand that I am pivotal in the fight against COVID-19 and commit to taking the actions outlined here for the safety of myself and others. I understand that I must be an accountable member of the School of Art and Design Pirate community, and I pledge to do this for others.

I pledge to support the School of Art and Design by:
• Following all public health guidelines and guidelines set forth by ECU.
• Taking responsibility by avoiding high traffic situations on and off campus.
• Following rigorous hand washing and sanitation while on campus and at home.
• Following all School policies, including being respectful of my time and others by sharing School of Art and Design resources and spaces.
• Modifying my actions and being an encouragement to others to adhere to health guidelines and recommendations over time.

By taking this pledge, I promise to do all I can to be aware, responsible, and accountable as a member of the ECU School of Art and Design Community. I pledge to do this for myself, but most importantly for others in preventing the spread of COVID-19.

*adapted from the ECU School of Music and University of South Carolina’s COVID-19 pledge
Reopening Guidelines

Building Hours and Use
Jenkins Fine Arts Center will be open as follows:

- General public, Monday to Friday, 7:00am – 5:00pm
- Art and design students via 1Card, 5:00 pm – 12:00 am Monday to Friday, 7 am to 12 am Saturday and Sunday.
- Faculty and staff will have 24/7 access but should not visit Jenkins between 12 am and 5 am.
- The building will be closed from 12:00am – 5:00am each night and only accessible by authorized personnel (campus police, facilities services, and custodial staff).
- Instructor office hours will be held remotely whenever possible to minimize occupancy levels in Jenkins.
- Out-of-class studio access and use will be managed using signup.com. Area faculty will establish appropriate occupancy limits and use times. Students are expected to adhere to this schedule.
- Student and faculty should only schedule visits to Jenkins for scheduled class or studio time. Please be prompt and respectful of our limited shared resources and spaces.
- Studios are for class work and reserved studio time and are not to be used for social activities.
- If students have a break between classes, we recommend they spend this time outside, weather permitting, or in one of the designated student studying and rest areas (see below).
- The Student Lounge will be used for classroom overflow, accessible outside scheduled times.

Jenkins Fine Arts Student Lounge and Lobby Areas
To provide spaces for students to wait for classes and relax, the School has arranged the following spaces for socially-distanced studying and rest. Remember to use social distancing, sit only in designated areas, and do not move furniture.

- The Gray Gallery — 8 am to 5 pm, Monday-Friday (no food or drink)
- Third floor foyer/gallery, main entrance foyer, and foyer outside the Main Office during Jenkins open hours (food and drink allowed).

Entrances and Exits
All students, faculty, and staff are asked use appropriate entrance and exit doors which will be labeled appropriately on the exterior doors and classrooms.
Elevator Use
The use of the elevators will be limited to those who REQUIRE its use. If you must use the elevator it must be limited to ONE person at a time.

Hallways and Stairs
All students, faculty, and staff are asked to maintain 6 foot spacing at all times.

Classrooms/Studios
In general, to allow maximum time for the dispersion of aerosolized particles, we ask that students and faculty:

- Students are expected to store materials and bags not needed for class in a locker in Jenkins. Students must provide their own locks.
- Exit classrooms/studios as soon as possible at the conclusion of classes and work.
- When possible, allow time for rooms to be completely empty for an extended period between use.
- Computer keyboards and mice must be cleaned following ECU's Electronic Equipment Cleaning Guidelines.
- Food and drink (open containers) are not allowed in any classroom or studio. Lidded containers with a straw are considered closed containers.
- Studio classrooms will have 70% ethanol cleaning materials for decontamination of surfaces and shared equipment at the beginning, during, and at the end of the lab period. Don’t assume that a classroom/studio you are using was cleaned before you entered.

Surfaces should be decontaminated:
1. before class (by faculty),
2. when students arrive at workstation/equipment (by students),
3. when students leave workstation/equipment (by students), and
4. after students leave the classroom (by faculty).

Face Masks, Cleaning, and Handwashing
All members of the ECU and Art and Design community should positively promote a culture of mutual respect and safety with regard to the use of PPE, hand washing, and social distancing practices throughout all interactions with students.

All students, faculty, staff, and visitors must comply with the University Regulation on Face Coverings, including the wearing of face coverings in classrooms, studios, lecture halls, and any other instructional areas and campus locations.

All students, faculty, staff, and guests must wash hands often. Suggested: beginning, middle, and end of every class, and when appropriate, i.e. after contact with shared items.
Returning to Jenkins
As students, faculty, and staff we all have responsibilities to help limit the spread of the coronavirus and maintaining a safe teaching, learning, and working environment as possible. The following guidelines are intended to help us prepare for our return to campus, and are focused on the responsibilities of students, faculty, and the School’s administration/staff.
Reopening Guidelines for Students

Before the Semester Starts:
- Personally adopt the School of Art and Design Pirate Pledge (see page 1).
- Regularly refer to and read Return of Pirate Nation documents and website.
- Purchase a face mask, hand sanitizers, and sanitizing wipes.
- Purchase a lock for use on a Jenkins locker.
- Purchase supplies required for your classes. This will ensure that if coursework transitions online you have the materials and supplies to complete coursework.

During the Semester:
- All students are required to comply with University Regulation on Face Coverings. No student will be allowed into the classroom without a face covering or mask worn properly over both the mouth and nose. You must wear a face covering properly the entire time you are in class.
- If you do not have access to a face covering, you may obtain a mask from Dowdy Student Store, Pirate Pantry, or another provider of masks.
- Maintain appropriate social distancing in hallways or common spaces prior to or after class.
- Follow all posted signage related to entry, exit, and pedestrian flow within classroom buildings.
- Store materials and bags not needed for class in a locker in Jenkins.
- Wait for classes outside Jenkins (weather permitting) or in one of the designated studying and rest areas (see above).
- Clean your desk or work surface with disinfectant when you arrive and before you leave class.
- Clean and sanitize any tools and equipment before and after you use them.
- Be prepared to sanitize high-touch surfaces, such as chair and desks. For additional information please consult the ECU’s Cleaning and Disinfecting Hand-out.
- Maintain a minimum of 6 feet between you, other students, and the instructor when entering, leaving, and during class.
- Sit in your assigned seat/workstation.
- Conduct a daily health screening using the CDC’s COVID-19 symptoms list.
- Do NOT attend class if you answer yes to any item on the list or if you are experiencing symptoms of any illness.
Reopening Guidelines for Faculty and Instructors

Before the Semester Starts:

- Personally adopt the School of Art and Design Pirate Pledge (see page 1).
- Regularly refer to and read Return of Pirate Nation documents and website.
- For face-to-face classes, instructors will assess rooms and determine appropriate occupancy levels for studio and other spaces given the location and nature of equipment, types of work performed in the space, instructional need, and social distancing.
- Maximum occupancy will not exceed University defined capacities but may be lower based on faculty recommendation. Faculty are encouraged to reorganize spaces to avoid clustering situations, if possible.
- The School will provide caution tape and vinyl adhesive signage to indicate seats, workstations, or spaces that should remain vacant to allow for social distancing.
- While rearranging equipment and tools will reduce student clustering, rearranging the sequence of instruction or breaking students into small groups to rotate through the studio may help reduce the number of students present at one time.
- Instructors may utilize additional available studio spaces/classrooms to divide up students and reduce occupancy levels. Contact Kate Bukoski or Daniel Kariko to make a request. Instructors will prepare a seating chart to be utilized for each course.
- Request supplies, PPE, and other materials for the semester through the Main Office. Contact Mary Elliott or Kate Bukoski.
- All instructors will include SOAD syllabus language in all syllabi.
- Course attendance policies should acknowledge and support students who may become ill, without creating barriers or requiring unnecessary visits to health facilities for documentation of illness.
- All courses should have a hybrid/online element and syllabi should be posted in Canvas for student access.
- All courses should provide alternative delivery of instruction for students in quarantine or isolation.
- Be prepared to switch to fully-online instruction at any time, should we be directed to do so.
- Office hours/student meetings should be held virtually (WebEx or similar).
- Tutoring sessions (outside of class) should be held online when possible. If in-person meetings must be held:
  - utilize a large room whenever possible, adhering to posted classroom occupancy guidelines
  - everyone must wear masks
  - distancing of 6 feet should be maintained at all times.
• Sessions should be limited to 30 minutes or less whenever possible.
• Whenever feasible, assignments should be given and submitted online to avoid the need to hand out or pass back papers in class.
• To reduce/eliminate lines in hallways between classes, instructors must be sure to end at or before the designated time (this will also allow time to wipe down all classroom surfaces).

First Day—Face-to-Face Courses
• Seating chart is created to facilitate contact tracing if needed. Turn in a copy of the seating chart to the Main Office (Jessica Sutton) by the end of the first week of classes.
• Consider delivering first-day instructions/introductions remotely. If instructors choose to break students into groups, this will prevent clustering on the first day and allow groups to be established.
• Inform students about SoAD, ECU, and class policies regarding COVID-19. We strongly recommend that the first class session be dedicated to safety procedures and proper use of PPE (hand washing procedures, proper wearing of masks), cleaning and disinfecting procedures, and general Jenkins/SoAD expectations.

Every class session—Face-to-Face Courses
• Pre-class instructions or lectures should be provided online so the students are fully prepared when they arrive, and classroom/studio time is reserved to complete work that can only be accomplished in that space. Instructors may choose to have only half the students present in the studio at any given time.
• Remind students to use lockers for non-class materials and personal items. (Social distancing rules have reduced usable space nonessential items reduce this even more.)
• Studio and classroom doors should be propped open at the beginning and end of labs for contactless entry and exit.
• Follow decontamination procedures (see above) for classrooms, studios, tools, and equipment.
• Students should be reminded not to attend if they have any sign of illness and procedures should be in place to avoid penalizing these students.
Reopening Guidelines for SoAD Administration and Staff

Before the Semester Starts:

- Personally adopt the School of Art and Design Pirate Pledge (see page 1).
- Regularly refer to and read Return of Pirate Nation documents and website.
- Provide regular communication with faculty regarding preparations and changes for the semester.
- Provide support for faculty and student teaching and learning as best as possible.
- Where feasible, post signs to indicate entrances and exits to classrooms and studios to prevent clustering through signage.
- Post on all Jenkins classroom/studio doors showing the semester’s schedule of use.
- Post room capacity signs on classroom/studio doors.
- Purchase and provide extra hand sanitizer stations throughout Jenkins Fine Arts Center.
- Acquire and distribute hand sanitizer for each faculty, instructor, and staff office, as well as each classroom.
- Acquire and distribute cleaning sprays, solutions, and/or wipes for each classroom.
- Acquire and distribute any specially requested PPE, cleaning materials, or other items requested.
- Ensure that all classrooms with sinks have full and working soap dispensers and paper towels; ensure all bathrooms have at least two full and working soap dispensers and paper towels.

During the Semester:

- Regularly refer to and read Return of Pirate Nation documents and website.
- Provide regular communication with faculty regarding preparations and changes for the semester.
- Provide support for faculty and student teaching and learning as best as possible.
- Monitor and refill hand washing and sanitizing supplies in Jenkins.
MFA in Art Requirements
(60 Semester-hours Required)

Art Concentration (24 Semester-hours)

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/8 ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/8 ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/8 ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/8 ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/8 ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/8 ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/8 ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/8 ART</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Art Histories (12 Semester-hours)

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/4 ARTH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/4 ARTH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/4 ARTH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/4 ARTH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Art Electives (12 Semester-hours)

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/4 ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/4 ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/4 ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/4 ART</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1 Elective</td>
<td></td>
<td></td>
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</tbody>
</table>

Readings (3 Semester-hours)

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1 ART</td>
<td>6000 or approved substitute</td>
<td></td>
</tr>
</tbody>
</table>

Thesis (6 Semester-hours)

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 ART</td>
<td>7000</td>
<td></td>
</tr>
<tr>
<td>2/2 ART</td>
<td>7000</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Programs  
ECU School of Art and Design

MAEd in Art Education Requirements
(Option I: 33 Semester-hours; Option II 36 Semester-hours required)

Art Education (9 Semester-hours)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 6800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 6801</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 6898</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Education Core (6 Semester-hours)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 6002</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Art (12 Semester-hours)

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Art Histories (3 Semester-hours)

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Credit</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 7000 Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 7000 Thesis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTIVE</td>
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</tbody>
</table>
# MFA Sample Sequence

## First Year

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART Concentration Course 1</td>
<td>ART Concentration Course 2</td>
</tr>
<tr>
<td>ART Elective Course 1</td>
<td>ART Concentration Course 3</td>
</tr>
<tr>
<td>ARTH Art History Course 1</td>
<td>ART 6000 Readings or Approved Substitution</td>
</tr>
</tbody>
</table>

If interested in IOR in the second year, take the following:

- ART 6990 Art and Design Pedagogy

1st Year Annual Review with Faculty Committee

## Second Year

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART Concentration Course 4</td>
<td>ART Concentration Course 6</td>
</tr>
<tr>
<td>ART Concentration Course 5</td>
<td>ART Concentration Course 7</td>
</tr>
<tr>
<td>ART Elective Course 2</td>
<td>ART Elective Course 3</td>
</tr>
<tr>
<td>ARTH History Course 2</td>
<td>ARTH History Course 3</td>
</tr>
</tbody>
</table>

2nd 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

<table>
<thead>
<tr>
<th>Semester Five</th>
<th>Semester Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART Concentration Course 8</td>
<td>ART 7000 Thesis 2</td>
</tr>
<tr>
<td>ARTH Art History Course 4</td>
<td>ART Elective Course 4</td>
</tr>
<tr>
<td>General Elective Course 1</td>
<td>Thesis Exhibition</td>
</tr>
<tr>
<td>ART 7000 Thesis 1</td>
<td>Thesis Artist Talk</td>
</tr>
</tbody>
</table>

Thesis Defense

Thesis Report Submission (VIREO)
## SoAD Graduate Courses

### Art and Design
- ART 6000 - Readings in Art
- ART 6501~6504 - Glass I~IV
- ART 6900 - Art and Design Pedagogy

### Art Education
- ART 6024 - MAT Internship
- ART 6800 - History and Philosophy of Art Education
- ART 6801 - Supervision of Art Education
- ART 6804 - Current Topics in Art Education
- ART 6805 - Interdisciplinary Topics in Visual Art Education
- ART 6898 - Research in Art Education

### Art Histories
- ARTH 6908 - Research Methods in Art History
- ARTH 6909 - Seminar in Art History
- ARTH 6912 - African Art
- ARTH 6913 - Asian Art
- ARTH 6916 - Art of India
- ARTH 6920 - Nineteenth Century Painting
- ARTH 6925 - African American Art
- ARTH 6930 - Italian Renaissance Art: 1300-1500
- ARTH 6935 - Italian Baroque Art: 1600-1700
- ARTH 6940 - Twentieth-Century Modern Art: 1900-1950
- ARTH 6942 - Twentieth-Century Modern Art: 1950-2000
- ARTH 6944 - Studies in Contemporary Art: Post 1960s
- ARTH 6946 - Studies in Contemporary Art: Post 1980s
- ARTH 6948 - Art in the United States
- ARTH 6951 - History of Architecture
- ARTH 6952 - Byzantine Art and Architecture
- ARTH 6960 - Art and Power in Mesoamerica
- ARTH 6961 - Native North American Art and Ritual
- ARTH 6970 - History of Nineteenth- and Twentieth-Century Design
- ARTH 6980 - Ceramic History of North Carolina and the Southeastern United States

### Ceramics
- ART 6100~6107 - Problems in Ceramics

### Communication Arts
- ART 6200~6270 - Problems in Communication Arts

### Drawing
- ART 6550~6552 - Problems in Drawing

### Fabric Design
- ART 6306~6376 - Problems in Fabric and Textile Design
- ART 6310~6370 - Problems in Design
| Interdisciplinary | ART 6070 - Visual Problems in Computer-aided Design  
|                  | ART 6500 - Independent Study  
|                  | ART 6510~6513, 6515 - Directed Graduate Field Study in Art  
|                  | ART 6991 - 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  
| Weaving Design   | ART 6305~6375 - Problems in Weaving and Fiber Design  
| Thesis           | ART 7000 - Thesis
Annual Review SoAD MFA Art

Kindly submit the complete forms, paper or digital, to Seo Eo [eos@ecu.edu].

Creative Work Rubric

Total Score (max 12 points – four categories) ______________

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Communication</td>
<td>Little or no visual communication and represents a poor capstone exhibition.</td>
<td>Satisfactory visual communication which represents an average capstone exhibition.</td>
<td>Exceptional visual communication which represents an individual and mature capstone exhibition.</td>
</tr>
<tr>
<td>Score:</td>
<td>Little or no technical skill with materials and tools.</td>
<td>Competent technical skill with materials and tools.</td>
<td>Superior technical skill with materials and tools.</td>
</tr>
<tr>
<td>Critical Development</td>
<td>Little or no evidence of critical thinking, development of concepts, risk taking and innovation.</td>
<td>Satisfactory evidence of critical thinking, development of concepts, risk taking and innovation.</td>
<td>Exceptional evidence of critical thinking, exploration of concept, risk taking and innovation.</td>
</tr>
<tr>
<td>Score:</td>
<td>Poor evidence of a sustained line of inquiry with resulting work that demonstrates research, experimentation and problem solving.</td>
<td>Satisfactory evidence of a sustained line of inquiry with resulting work that demonstrates research, experimentation and problem solving.</td>
<td>Excellent evidence of a sustained line of inquiry with resulting work that demonstrates research, experimentation and problem solving.</td>
</tr>
<tr>
<td>Content/Context</td>
<td>Lack of contextualization of personal progress communicated through work.</td>
<td>Contextualization of personal progress communicated through satisfactory usage of visual narrative.</td>
<td>Contextualization of personal progress communicated through exceptional usage of visual narrative.</td>
</tr>
<tr>
<td>Score:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Little or no evidence that information from multiple areas is being synthesized.</td>
<td>Satisfactory evidence that information from multiple areas is being synthesized within the work.</td>
<td>Exceptional evidence that information from multiple areas is being synthesized within the work that majorly contributes to the discipline.</td>
</tr>
<tr>
<td>Score:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

comment:
Written Communication Rubric

Total Score (max 24 points – eight categories) ____________

<table>
<thead>
<tr>
<th>Category</th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context and Purpose of Writing</strong></td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content: Contemporary and social issues</strong></td>
<td>Student mentions contemporary social or cultural issues in reference to their work.</td>
<td>Student discusses contemporary social and cultural issues in reference to their work. Student briefly discusses how their work is situated within these contexts.</td>
<td>Student discusses contemporary social and cultural issues in reference to their work, clearly situating their work within these issues.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content: Building on disciplinary precedents</strong></td>
<td>Student does not mention broader historical contexts and/or precedents. Student does not mention contemporaries in their discipline and does not situate their work within a contemporary context.</td>
<td>Student briefly discusses broader historical contexts and/or precedents of their work. Student mentions some contemporaries in their discipline but does clearly situate their work within a contemporary context.</td>
<td>Student clearly situates their work within the context of broader historical contexts and/or precedents. Student clearly positions their work within the context of contemporaries in their field.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
<td>Demonstrates an attempt to use sources to support ideas in the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Essay contains an intro, main body, and conclusion. The introduction gives the reader an idea of what to expect in the paper but does not effectively lay out 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.</td>
<td>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.</td>
<td>Essay contains an intro, main body, and conclusion. 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.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
...written communication rubric continued

<table>
<thead>
<tr>
<th>Clarity and Style</th>
<th>Score:</th>
<th>Comment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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 you and somebody else) and contains no errors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citations</th>
<th>Score:</th>
<th>Comment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations. Bibliography and/or endnotes are not present.</td>
<td>All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations.</td>
<td>All evidence is properly cited in footnotes or endnotes.</td>
</tr>
</tbody>
</table>
Oral Presentation Rubric

Total Score (max 12 points – four categories)

<table>
<thead>
<tr>
<th>Below Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>Mostly organized.</td>
<td>Well organized.</td>
</tr>
<tr>
<td>Poor or non-existent organization.</td>
<td>Introduces the purpose of the presentation.</td>
<td>Introduces the purpose of the presentation clearly.</td>
</tr>
<tr>
<td>Does not clearly introduce the purpose of the presentation.</td>
<td>Includes some transitions to connect key points but there is a little bit of difficulty in following presentation.</td>
<td>Effectively includes smooth transitions that are succinct but not choppy to connect key points.</td>
</tr>
<tr>
<td>Transitions rarely connect points.</td>
<td>Presentation jumps around. A couple points are confusing.</td>
<td>Student presents information in logical, interesting sequence that audience can follow.</td>
</tr>
<tr>
<td>Cannot understand presentation because it lacks sequencing.</td>
<td>Ends without a summary or conclusion.</td>
<td>Ends with a thoughtful conclusion.</td>
</tr>
<tr>
<td>Presentation is choppy and disjointed; no apparent logical order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ends without a summary or conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: Depth and Accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>Explanations of concepts, approaches, materials/techniques, and/or theories are inaccurate or incomplete.</td>
<td>Speaker provides an accurate and complete explanation of key materials/techniques, approaches, concepts and/or theories, drawing upon relevant sources and images.</td>
</tr>
<tr>
<td>No reference is made to research, influences, or theory.</td>
<td>Little attempt is made to tie in outside influences, research, or theory. There is a great deal of information that is not connected to work/process/concept presented.</td>
<td>Applications of theory are included to illuminate issues.</td>
</tr>
<tr>
<td>Work/process/concept is not clear; information included that does not support the presentation.</td>
<td>Combines existing ideas. Portions of presentation are too elementary or too sophisticated for audience.</td>
<td>Combines and evaluates existing ideas to form new insights.</td>
</tr>
<tr>
<td>Presentation consistently is too elementary or too sophisticated for the audience.</td>
<td></td>
<td>Information accurate; all names and facts were precise and explicit.</td>
</tr>
<tr>
<td>Content: Art and Design Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>The presentation does not mention contemporaries in the students’ discipline and does clearly situate the students’ work within a contemporary context.</td>
<td>The presentation clearly positions the students’ work by referencing contemporaries in the students’ field.</td>
</tr>
<tr>
<td>The presentation mentions some contemporaries in the students’ discipline but does clearly situate the students’ work within a contemporary context.</td>
<td>The presentation mentions some contemporaries in the students’ discipline but does clearly situate the students’ work within a contemporary context.</td>
<td>Presentation clearly situates the students’ work within the context of broader historical contexts and/or precedents.</td>
</tr>
<tr>
<td>Presentation mentions broader historical contexts and/or precedents, but only briefly.</td>
<td>Presentation discusses broader historical contexts and/or precedents of the students’ work.</td>
<td>Critical and theoretical terminology is clearly articulated (defined) and used consistently in the presentation in support of the student’s work/position/ideas.</td>
</tr>
<tr>
<td>Critical and theoretical terminology is used inconsistently and/or inaccurately.</td>
<td>Critical and theoretical terminology is used accurately.</td>
<td></td>
</tr>
<tr>
<td>Theoretical jargon is explained within the context of the students’ work (e.g. operationalized).</td>
<td>Theoretical jargon is somewhat explained within the context of the students’ work (e.g. operationalized). Terminology is somewhat connected to the student’s work/position/ideas.</td>
<td></td>
</tr>
<tr>
<td>Terminology is not connected to the student’s work/position/ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>Some evidence of research and outside sources with mostly accurate sources/documentation/citation.</td>
<td>Extensive evidence of research and outside sources with mostly accurate sources/documentation/citation.</td>
</tr>
<tr>
<td>Did not utilize resources effectively; did little or no research using outside sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

comment:
Technological Capabilities Rubric

Candidate will demonstrate advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.

Total Score (max 12 points – four categories) ____________________

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creation</strong></td>
<td>Work does not demonstrate the inclusion of technological resources, the use of</td>
<td>Work demonstrates the evaluation of technological resources, the effective use of</td>
<td>Work demonstrates careful evaluation of technological resources, the effective use of</td>
</tr>
<tr>
<td>Score:</td>
<td>technology in the studio environments and experiences, or practice does not address</td>
<td>technology in the studio environments and experiences, or the appropriate management of</td>
<td>technology in the studio environments and experiences, and the appropriate management of</td>
</tr>
<tr>
<td></td>
<td>the appropriate management of technology resources</td>
<td>technology resources.</td>
<td>technology resources</td>
</tr>
<tr>
<td></td>
<td>No attention is given to the potential application in the area of specialization.</td>
<td>Consideration is given to various applications in the area of specialization.</td>
<td>The integration of technology applies to the diverse needs of the area of specialization.</td>
</tr>
<tr>
<td><strong>Dissemination</strong></td>
<td>Work does not show the capacity to use technology to communicate professionally as a</td>
<td>Work is prepared and formatted in a technology-based platform to communicate professionally</td>
<td>Work is developed and augmented, utilizing technology-based platforms to communicate</td>
</tr>
<tr>
<td>Score:</td>
<td>means of dissemination.</td>
<td>as a means of dissemination.</td>
<td>professionally as a means of dissemination.</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Work does not demonstrate the understanding of technology-based documentation methods.</td>
<td>Work is documented using appropriate technology. Documentation demonstrates the effective</td>
<td>Work demonstrates exceptional use of technology-based documentation methods and equipment.</td>
</tr>
<tr>
<td>Score:</td>
<td></td>
<td>use of technology-based equipment and methods.</td>
<td>Documentation competently and accurately captures the intended outcome of the work.</td>
</tr>
<tr>
<td><strong>Preservation</strong></td>
<td>Little or no evidence that work is archived and organized using technology-based methods.</td>
<td>The archiving platform is defined, and the work information is organized and accessible</td>
<td>The archiving platform is defined and articulated, and the work information is effectively</td>
</tr>
<tr>
<td>Score:</td>
<td></td>
<td>using technology-based methods.</td>
<td>organized and accessible using technology-based methods, both physical and cloud formats</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consideration is given to establishing professional web-presence beyond social media.</td>
<td>used in professional organizations.</td>
</tr>
<tr>
<td>comment:</td>
<td></td>
<td></td>
<td>Artist/Designer website accurately captures their core philosophy and creative output.</td>
</tr>
</tbody>
</table>

Office of Graduate Studies
School of Art and Design
prepared by eos 11/000
Seo Ec J2000
252 328 6281
eos@ecu.edu
Contemporary Issues Rubric

Total Score (max 12 points – four categories) ________________

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Context Score:</td>
<td>Student does not mention contemporaries in their discipline and does not situate their work within a contemporary context.</td>
<td>Student mentions some contemporaries in their discipline but does clearly situate their work within a contemporary context.</td>
<td>Student clearly positions their work within the context of contemporaries in their field.</td>
</tr>
<tr>
<td>Historical Context Score:</td>
<td>Student does not mention broader historical contexts and/or precedents.</td>
<td>Student briefly discusses broader historical contexts and/or precedents of their work.</td>
<td>Student clearly situates their work within the context of broader historical contexts and/or precedents.</td>
</tr>
<tr>
<td>Contemporary Social and Cultural Issues Score:</td>
<td>Student mentions contemporary social or cultural issues in reference to their work.</td>
<td>Student discusses contemporary social and cultural issues in reference to their work.</td>
<td>Student discusses contemporary social and cultural issues in reference to their work, clearly situating their work within these issues.</td>
</tr>
<tr>
<td>Critical or theoretical Framework Score:</td>
<td>Critical and theoretical terminology is used inconsistently and/or inaccurately. Theoretical jargon is explained within the context of the students' work (e.g. operationalized). Terminology is not connected to the student's work/position/ideas.</td>
<td>Critical and theoretical terminology is used accurately. Theoretical jargon is somewhat explained within the context of the students' work (e.g. operationalized). Terminology is somewhat connected to the student's work/position/ideas.</td>
<td>Critical and theoretical terminology is clearly articulated (defined) and used consistently in the presentation in support of the student's work/position/ideas.</td>
</tr>
</tbody>
</table>

comment:
**Annual Review SoAD MFA Art**

student ______________________ area ______________ supervisor ______________________
reviewer ______________________ date ______________ location ______________________

*Kindly submit the complete forms, paper or digital, to Seo Eo [eos@ecu.edu].*

**Thesis Exhibition Rubric**

Total Score (max 12 points – four categories) ______________

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Communication</strong></td>
<td>Little or no visual communication and represents a poor capstone exhibition.</td>
<td>Satisfactory visual communication which represents an average capstone exhibition.</td>
<td>Exceptional visual communication which represents an individual and mature capstone exhibition.</td>
</tr>
<tr>
<td>Score:</td>
<td>Little or no technical skill with materials and tools</td>
<td>Competent technical skill with materials and tools</td>
<td>Superior technical skill with materials and tools</td>
</tr>
<tr>
<td><strong>Critical Development</strong></td>
<td>Little or no evidence of critical thinking, development of concepts, risk taking and innovation.</td>
<td>Satisfactory evidence of critical thinking, development of concepts, risk taking and innovation.</td>
<td>Exceptional evidence of critical thinking, exploration of concept, risk taking and innovation.</td>
</tr>
<tr>
<td>Score:</td>
<td>Poor evidence of a sustained line of inquiry with resulting work that demonstrates research, experimentation and problem solving.</td>
<td>Satisfactory evidence of a sustained line of inquiry with resulting work that demonstrates research, experimentation and problem solving.</td>
<td>Excellent evidence of a sustained line of inquiry with resulting work that demonstrates research, experimentation and problem solving.</td>
</tr>
<tr>
<td><strong>Content/Context</strong></td>
<td>Lack of contextualization of personal progress communicated through work.</td>
<td>Contextualization of personal progress communicated through satisfactory usage of visual narrative.</td>
<td>Contextualization of personal progress communicated through exceptional usage of visual narrative.</td>
</tr>
<tr>
<td>Score:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interdisciplinary</strong></td>
<td>Little or no evidence that information from multiple areas is being synthesized.</td>
<td>Satisfactory evidence that information from multiple areas is being synthesized within the work.</td>
<td>Exceptional evidence that information from multiple areas is being synthesized within the work that majorly contributes to the discipline.</td>
</tr>
<tr>
<td>Score:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

comment:
# Rubric for Graduate Research Assistantship

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duties 1</td>
<td>Poorly performed and/or incomplete tasks.</td>
<td>Tasks completed when requested.</td>
<td>Exceptional and timely performance that is also self-directed.</td>
</tr>
<tr>
<td>Duties 2</td>
<td>Frequently missed meetings and hours. Poor (over 5-day delay in response) to no communication. Failure to utilize ECU email.</td>
<td>Occasionally missed meetings and hours with timely communication.</td>
<td>Exceptionally dependable with a few to no missed meetings and with excellent communication.</td>
</tr>
<tr>
<td>Duties 3</td>
<td>Lack of attention to the task at hand with little to no motivation to initiate a project.</td>
<td>Satisfactory attention to the task. Will solve problems when provided with instruction.</td>
<td>Exceptional attention to the task. Active engagement and problem resolution.</td>
</tr>
<tr>
<td>Duties 4</td>
<td>Little or no preparation for the assigned tasks, both with information or implements needed for the job.</td>
<td>Satisfactory preparedness with adequate information and implements needed for the job.</td>
<td>Excellent preparedness with forward-thinking information and implements for the job.</td>
</tr>
</tbody>
</table>

**Comment:**
Rubric for Graduate Teaching Assistantship

<table>
<thead>
<tr>
<th>Duties</th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfillment of Duties</td>
<td>Poorly performed and/or incomplete tasks.</td>
<td>Tasks completed when requested.</td>
<td>Exceptional and timely performance that is also self-directed.</td>
</tr>
<tr>
<td>Dependability and Communication</td>
<td>Frequently missed meetings and hours. Poor (over 5-day delay in response) to no communication. Failure to utilize ECU email.</td>
<td>Occasionally missed meetings and hours with timely communication.</td>
<td>Exceptionally dependable with a few to no missed meetings and with excellent communication.</td>
</tr>
<tr>
<td>Problem Solving and Initiative</td>
<td>Lack of attention to the task at hand with little to no motivation to initiate a project.</td>
<td>Satisfactory attention to the task. Will solve problems when provided with instruction.</td>
<td>Exceptional attention to the task. Active engagement and problem resolution.</td>
</tr>
<tr>
<td>Preparation</td>
<td>Little or no preparation for the assigned tasks, both with information or implements needed for the job.</td>
<td>Satisfactory preparedness with adequate information and implements needed for the job.</td>
<td>Excellent preparedness with forward-thinking information and implements for the job.</td>
</tr>
</tbody>
</table>

comment:
Rubric for Instructor of Record Graduate Teaching Assistantship

<table>
<thead>
<tr>
<th>Assign Hours</th>
<th>Duties</th>
<th>Total Score</th>
<th>Eval Date</th>
</tr>
</thead>
</table>

### Fulfillment of Duties

- **Score:**
  - Below Expectations (1): Difficulty instructing and interfacing with students in classroom.
  - Meets Expectations (2): Satisfactory instruction of course material, engages with class and leads productive discussion.
  - Exceeds Expectations (3): Exceptional instruction of course material, challenges students to excel and leads intellectually charged discussion.

### Dependability and Communication

- **Score:**
  - Frequently missed/cancelled classes and hours. Poor (over 5-day delay in response) to no communication. Failure to utilize ECU email. No substitute placed for missed sessions.
  - No missed/canceled class (unless in case of emergency) with timely communication and substitute in place.
  - Exceptionally dependable with no missed class and with excellent communication with both students and the supervisor.

### Problem Solving and Initiative

- **Score:**
  - Lack of attention to the task at hand with little to no motivation to initiate a project.
  - Satisfactory attention to the task. Will solve problems when provided with instruction.
  - Exceptional attention to the task. Active engagement and problem resolution.

### Articulation of Course Material and Critique

- **Score:**
  - Little or no strategy in delivering the information effectively. Appears to not know the material. Does not provide critical/constructive assessment of student work.
  - Competent in skills and satisfactory in the delivery of information and processes needed for the course. Formal analysis of student work and offers constructive ideas.
  - Excellent in both skills and delivery of the course material. Critical analysis of student work and offers perspectives that allow student work to be relevant to the current cultural climate.

### Comment:

Kindly submit the complete forms, paper or digital, to Seo Eo [eos@ecu.edu].
Evaluation of Culminating Project

Master of Arts in Education in Art Education

Student Name: ___________________________ Date: _______________________

Title: ____________________________________________

Theoretical Paper: ___________________________
Paper Based on Fieldwork: _______________________
Visual Documentation of Fieldwork: ________________
Development of Teaching Material: ________________
Art Exhibition: _________________________________
Other: ________________________________

Evaluation

1. Appropriateness of the project in relation to course work:
   3 – Very strongly related to the course work.
   2 – Moderately related to the course work.
   1 – Weakly related to the course work.

2. Degree of understanding and knowledge about the content of the project.
   3 – Very strong understanding and background knowledge.
   2 – Moderate understanding and background knowledge.
   1 – Weak understanding and background knowledge.

3. The quality of the project:
   3 – Very high.
   2 – Medium.
   1 – Weak.

4. The appropriateness of presentation (or documentation) to the nature of the project:
   3 – Very appropriate format.
   2 – Moderately appropriate format.
   1 – Minimally appropriate format.

5. The appropriateness of the project to the candidate’s professional life as an art teacher or as an artist:
   3 - Very appropriate.
   2 – Moderately appropriate.
   1 – Minimally appropriate.

Total: ______________________

Comments:

Project Supervisor Date 2nd Evaluator Date

Updated 12/8/2008
Evaluation of Final Thesis MAEd in Art Education
Candidate’s Name: __________________________

Research Question
3 - Mastery - Research question(s) is described clearly, completely and in great detail.
2 – Average - Research question(s) is described, but with some detail missing.
1 – Low - Research question is not articulated or not completely described.

Background Information
3 – Mastery
• Demonstrates mastery of relevant concepts
• Clear description of background information is provided
• Background information focuses on research question(s)
• Exemplary search of literature with a diversity of sources
• Reference format follows APA style

2 – Average
• Reviews relevant concepts
• Complete description of background information is provided
• Background information is usually related to research question
• Adequate search of literature with some diversity of sources
• Some inconsistencies in use of APA style

1 - Low
• Review reveals some misconceptions
• Limited description of background information is provided
• Background information is not entirely relevant to research question
• Inadequate or inconsistent use of APA style.

Research Methods
3 – Mastery
• Research procedure is described in detail
• Completely answers research question
• Uses appropriate primary and secondary sources of information or data
• Research is logical and thoroughly planned

2 – Average
• Small flaws exist in research procedure
• Research procedure/data collection does not answer research question(s) completely
• Uses only secondary sources of information or data
• Does not completely describe research procedures

1– Low
• Serious errors in research
• Information and/or data collection is not complete
• Little if any description of method used to collect data or information

Reviewer One: Question: ______; Background: ______; Methods: ______
Signature _____________________________________

Reviewer Two: Question: ______; Background: ______; Methods: ______
Signature _____________________________________

Average: Question: ____; Background: ____; Methods: ____; Overall Average: ________
# MAEd Art Education - Public Presentation of Research Rubric

<table>
<thead>
<tr>
<th>Organization</th>
<th>1 Below Expectations</th>
<th>2 Meets Expectations</th>
<th>3 Above Expectations</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor or non-existent organization. Does not clearly introduce the purpose of the presentation. Transitions rarely connect points. Cannot understand presentation because it lacks sequencing. Presentation is choppy and disjointed; no apparent logical order. Ends without a summary or conclusion.</td>
<td>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 presentation. Presentation jumps around. A couple points are confusing. Ends with a summary or conclusion.</td>
<td>Well organized. Introduces the purpose of the presentation clearly. Effectively includes smooth transitions that are succinct but not choppy to connect key points. Student presents information in logical, interesting sequence that audience can follow. Ends with a thoughtful conclusion.</td>
<td></td>
</tr>
<tr>
<td>Content: Depth and Accuracy</td>
<td>No reference is made to research, influences, or theory. Work/process/concept is not clear; information included that does not support the presentation. Presentation consistently is too elementary or too sophisticated for the audience.</td>
<td>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 work/process/concept presented. Combines existing ideas. Portions of presentation are too elementary or too sophisticated for audience.</td>
<td>Speaker provides an accurate and complete explanation of key materials/techniques, approaches, concepts and/or theories, drawing upon relevant sources and images. Applications of 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. Level of presentation is appropriate for the audience.</td>
<td></td>
</tr>
<tr>
<td>Content: Art and Design Context</td>
<td>The presentation does not mention contemporaries in the students’ discipline and does clearly situate the students’ 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 students’ work (e.g., operationalized). Terminology is not connected to the student’s work/position/ideas.</td>
<td>The presentation mentions some contemporaries in the students’ discipline but does clearly situate the students’ work within a contemporary context. Presentation discusses broader historical contexts and/or precedents of the students’ work. Critical and theoretical terminology is used accurately. Theoretical jargon is somewhat explained within the context of the students’ work (e.g., operationalized). Terminology is somewhat connected to the student’s work/position/ideas.</td>
<td>The presentation clearly positions the students’ work by referencing contemporaries in the students’ field. 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.</td>
<td></td>
</tr>
<tr>
<td>Research Effort</td>
<td>Did not utilize resources effectively; did little or no research using outside sources.</td>
<td>Some evidence of research and outside sources with mostly accurate source documentation/citation.</td>
<td>Extensive evidence of research and outside sources with mostly accurate source documentation/citation.</td>
<td></td>
</tr>
<tr>
<td>Use of Visual Aids</td>
<td>Student includes superfluous visual images/graphics/aids or none; visual images/aids are so poorly prepared that they detract from the presentation. Type is too small to be easily seen. Too much type is presented on slides, distracting from the actual presentation. Student has problems loading/preparing digital visual aids for the talk and is clearly uncomfortable with digital technology.</td>
<td>Occasional use of visual images/graphics/aids that rarely support presentation; visual aids were not clear Type is sometimes too small to be easily seen. Some slides contain too much type/information, detracting from the presentation. Student is comfortable loading/preparing digital visual aids but encounters a few problematic issues during the presentation.</td>
<td>Visual images/graphics/aids are presented to reinforce the presentation and maximize audience understanding. Visual aids were clear enough to be seen by all even those in back of the room/space. Details are minimized so that main points stand out. Type is just the right size on all slides. Appropriate amount of type included on all slides. Student is comfortable loading/preparing digital visual aids, and seamlessly problem solves when issues arrive during the presentation.</td>
<td></td>
</tr>
<tr>
<td>Use of Language: Grammar, Word Choice, Voice</td>
<td>Presenter is obviously anxious and cannot be heard or monotone with little or no expression.</td>
<td>Audience occasionally has trouble hearing the presentation; seems uncomfortable.</td>
<td>Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence;</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Student reads all or most of report with no eye contact.</td>
<td>Some eye contact, but not maintained and at least half the time reads most of report.</td>
<td>Maintains eye contact; seldom returning to notes; presentation is like a planned conversation.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal Appearance</strong></th>
<th>Personal appearance is inappropriate for the occasion and audience.</th>
<th>Personal appearance is somewhat inappropriate for the occasion and audience.</th>
<th>Personal appearance is completely appropriate for the occasion and the audience.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Audience Interaction, Questions and Answers</strong></th>
<th>Avoids or discourages active audience participation. Demonstrates incomplete knowledge by responding inaccurately and inappropriately to questions.</th>
<th>Reluctantly interacts with audience. Demonstrates some knowledge of rudimentary questions by responding accurately to questions.</th>
<th>Encourages audience interaction. Demonstrates extensive knowledge by responding confidently, precisely and appropriately to all audience questions.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Audience Response</strong></th>
<th>Incoherent; audience lost interest.</th>
<th>Some related facts but went off topic and lost the audience.</th>
<th>Involved the audience in the presentation; held the audience's attention throughout.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Length of Presentation</strong></th>
<th>Too long or too short; ___ or more minutes above or below the allotted time</th>
<th>Within +/- ___ minutes of allotted time</th>
<th>Within allotted time</th>
</tr>
</thead>
</table>

| **Overall Average:** |  |  |  |
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. (Type or print name and Banner ID Here)  

[ ] Graduate or Associate Graduate Faculty
(Type or print name and Banner ID Here)

3. Graduate or Associate Graduate Faculty

(Type or print name and Banner ID Here)

4. External Member  Graduate Teaching Faculty
   Associate/Full time Graduate Faculty

(Type or print name and Banner ID Here)

5. 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 DBA, 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
MFA Thesis Committee Membership Form

Completed form must be attached to the Masters PreThesis Research Approval form and submitted to the Graduate Program Director.

Student’s Name

Area of Concentration

Working Title of Thesis

IRB Status

Student’s Signature

Committee Membership:

*Director of Thesis

GF/AGF

signature
date

*Committee Member

GF/AGF

signature
date

*Committee Member

GF/AGF

signature
date

Committee Member

GF/AGF/TGF/EM

signature
date

Committee Member

GF/AGF/TGF/EM

signature
date

*minimum membership required

GF Graduate Faculty / AGF Associate Graduate Faculty / TGF Teaching Graduate Faculty / EM External Member

Office of Graduate Studies
School of Art and Design
prepared by eos 190731
Seo Eo J2000
252 328 6281
eos@ecu.edu
MFA Intent to Exhibit  
ECU School of Art and Design

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

Approved by:

Area Coordinator

Thesis Director

*Gray Gallery

Received by SoAD

*or Administrator responsible for the chosen venue.

Office of Graduate Studies  
School of Art and Design

Seo Eo J2000  
252 328 6281  
eos@ecu.edu

preparing by eos  181001
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