

East Carolina University

College of Fine Arts and Communication

School of Art and Design

2022~23 Graduate Manual

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This manual was adopted in January 1996 and updated on August 1, 2022. It is supplementary to the East Carolina University Policy [<https://www.ecu.edu/prr>], 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 and continue with 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 2022~2023 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. Thank you for joining us this academic year, and let us know how we can help, improve, and grow together.

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## PLANNING CALENDAR

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

### Fall Semester 2022 | Important Dates

Aug 16 Tue	Assistantship Contract Period begins
Aug 18 Thu	SoAD Graduate Welcome
Aug 19 Fri	Faculty Convocation; SoAD Faculty Meeting Advising, registration, and schedule adjustments
Aug 22 Mon	Classes begin
Aug 26 Fri	Last day for registration and schedule adjustments
Sept 5 Mon	State Holiday (no classes)
Oct 8~11	Fall Break
Oct 12 Wed	Classes Resume
Oct 31 Mon	Last day to withdraw
Nov 7 Mon	Spring 2023 Registration begins
Nov 8 Tue	Election Day / Civic Engagement Day
Nov 22 Tue	SSOI open
Nov 23~27	Thanksgiving Break
Nov 28 Mon	Classes Resume
Dec 5 Mon	Fall 2021 Incomplete Last day for removal
Dec 6 Tue	Reading Day
Dec 7 Wed	Exams begin
Dec 14 Wed	Exams end / Assistantship Contract Period ends
Dec 16 Fri	Commencement
Dec 16 Fri	All Grades due at 4:30 pm

### MFA Fall 2022 | Academic Workshop and Thesis Dates

Aug 18 Thu	SoAD Graduate Welcome
Sept 9 Fri	Thesis Orientation for Yr3 grads and chairpersons
Sept 23 Fri	PreThesis Orientation for Y2 grads
Oct 21 Fri	Annual Review Orientation for Y1 grads
Nov 18 Fri	Last day to submit Thesis to the SoAD Director
Nov 25 Fri	Last day to submit Thesis to the Graduate School [ <a href="https://libguides.ecu.edu/vireo/etd">https://libguides.ecu.edu/vireo/etd</a> ]

## Spring Semester 2023 | Important Dates

Jan 6 Fri	Advising, registration, and schedule adjustments
Jan 9 Mon	Classes begin / Assistantship Contract Period begins
Jan 13 Fri	Last day for registration and schedule adjustments
Jan 16 Mon	State Holiday (no classes)
Mar 5~12	Spring Break
Mar 13 Mon	Classes resume
Mar 23 Thu	Last day to withdraw
Mar 27 Mon	Summer and Fall 2022 Registration begins
Apr 7~8	State Holiday (no classes)
Apr 12 Wed	SSOI open
Apr 26 Tue	State Holiday makeup day
Apr 25 Tue	Classes end
Apr 25 Tue	Spring 2022 incomplete Last day for removal
Apr 26 Wed	Reading Day
Apr 27 Thu	Exams begin
May 4 Thu	Exams end / Assistantship Contract Period ends
May 5 Fri	Commencement
May 8 Mon	All Grades due at 8 am

## MFA Spring 2023 | Academic Workshop and Thesis Dates

Jan 27 Fri	Thesis Workshop for Yr3 grads and chairpersons
Feb 24 Fri	PreThesis Workshop for Y2 grads
Mar 24 Fri	Annual Review Workshop for Yr1 grads
Apr 14 Fri	Last day to submit Thesis to the SoAD Director
Apr 21 Fri	Last day to submit Thesis to the Graduate School [ <a href="https://libguides.ecu.edu/vireo/etd">https://libguides.ecu.edu/vireo/etd</a> ]

## FINANCIAL AID OVERVIEW

### Assistantships

The School of Art and Design offers graduate assistantship opportunities beginning the first semester of attendance. Studio art teaching assistantships may be awarded once students have completed 18 hours of studio art course work and taken ART 6900: Art and Design Pedagogy. All MFA candidates are given the opportunity to teach undergraduate courses, and many can teach several different courses during their studies at SoAD.

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, teaching, assisting faculty with 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 scholarship 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

Students may enroll in the Student Blue Plan as long as they 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.

(priority application submitted by February 1 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 weekly office hours – appropriate to teaching load
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 Teaching Assistant – GTA/GA

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: advising and mentoring of students; proctoring examinations; grading papers,, and projects; 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.

### 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](http://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.

## Graduate Student Online Professionalism Policy

Graduate students must obey all applicable federal, state, and University regulations on academic integrity and privacy. We also encourage you to be mindful of your public behavior more broadly, especially what you do and say online. While you might consider your activity on social media sites like Facebook or Twitter to be personal, it can be a reflection on your professional life. Students, peers, supervisors, and potential employers will likely search for and access whatever you post publicly. You may not be able to control access to all the information about you available online. Still, we urge you to safeguard this information whenever possible and to use restraint and common sense to protect your privacy.

Remember:

- Any email you write may be archived and retrieved later, and any emails sent from or to official ECU email addresses are considered public records. Personal email addresses are inappropriate for official communications and may represent a FERPA violation if used to discuss confidential information with students. Likewise, it is not appropriate to use your ECU email for non-professional purposes. Considering all the potential audiences you could have; it is a good idea to maintain a professional and respectful style in any emails you write as a graduate student.
- Use the privacy settings on your social media accounts to limit access to your personal information and use discretion when making or accepting friend requests. For example, it is usually not appropriate to friend undergraduate students you may be responsible for teaching, grading, or supervising, or faculty who may have these responsibilities over you. Be careful to control who can see what you post, especially in your capacity as a graduate student.
- Photo and video sharing sites such as Instagram and YouTube are public venues. Again, use discretion in what you post and who you allow to see it.
- By law, the University provides multiple avenues for addressing concerns and filing formal grievances. Concerns about faculty, staff, or students should be directed to the appropriate department or University officials, such as the Director of Graduate Studies, the Department Chair, the University Title IX Coordinator, or the Office of Student Affairs. Student Health Services and the Center for Counseling & Student Development also offer a confidential consultation.

It is easy to forget that the information you put on the Internet is accessible by default. It can be used to evaluate you for employment, academic reviews, applications for internships or residencies, and other professional opportunities. Maintaining a separation between your personal and professional activity online is not difficult, but it requires deliberate effort.

## 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://facultysenate.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 on-campus 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.arts-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, or as defined by the area coordinator. 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/cce/>].

#### 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 one third 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 (Spring 2023)

- a. Exhibition Schedule / if Gray Gallery
  - Semester Week 8 Install
  - Semester Week 8 Open
  - Semester Week 10 MFA Artist Talks / suggested
  - Semester Week 11 MFA Thesis Defense / suggested
  - Semester Week 11 Reception
  - Semester Week 12 De-install
- b. Committee Meetings
  - Beginning of the semester, 3<sup>rd</sup> formal meeting with the Committee
    - review of thesis work
    - document writing, second draft
  - After thesis install, 4<sup>th</sup> formal meeting with the Committee
    - review of the thesis exhibition
    - document writing, the final draft
- c. Thesis Defense
  - Semester Week 11 MFA Thesis Defense / suggested
- d. Thesis Submission
  - Semester Week 15 Written document submission to SoAD Director for approval/signature
  - Semester Week 16 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](http://www.ecu.edu/cs-acad/gradschool/upload/Vireo-NonExclusive-Distribution_License)]



5. Required Elements of Written Thesis [<http://libguides.ecu.edu/c.php?g=694874&p=4925841>]

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

6. Formatting of Written Thesis [[http://libguides.ecu.edu/vireo/etd/formatting\\_manual](http://libguides.ecu.edu/vireo/etd/formatting_manual)]

Inserting Leader Lines for Table of Contents [[http://libguides.ecu.edu/ld.php?content\\_id=34040817](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](http://libguides.ecu.edu/ld.php?content_id=34040738)]

7. Archive of SoAD Thesis Documents [<http://thescholarship.ecu.edu/handle/10342/29>]

## APPENDIX

Campus Map

SoAD MFA/MAEd Requirements

MFA Three-Year Sequence Sample

SoAD Graduate Courses

Graduate Assessment Documents (via Qualtrics)

Masters Pre-Thesis Research Approval Form (via DocuSign)

SoAD MFA Intent to Exhibit Form (via DocuSign)

Vireo Non-Exclusive Distribution License Form (via DocuSign)



**MAIN CAMPUS**

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

MFA in Art Requirements  
(60 Semester-hours Required)

Art Concentration (24 Semester-hours)

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

Art Histories (12 Semester-hours)

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

Art Electives (12 Semester-hours)

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

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

1/1 Elective	_____	_____	_____
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Readings (3 Semester-hours)

1/1 ART	6000 or approved substitute	_____	_____
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Thesis (6 Semester-hours)

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



MAEd in Art Education Requirements

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

Art Education (9 Semester-hours)

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

Education Core (6 Semester-hours)

Course Title	Term/Year	Grade
EDUC 6001		
SPED 6002		

Art (12 Semester-hours)

Course Number/Title	Term/Year	Grade
ART		
ART		
ART		

Art Histories (3 Semester-hours)

Course Number/Title	Term/Year	Grade
ARTH		

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

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

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

Course Number/Title	Term/Year	Grade
ART		
ART		
ELECTIVE		



MFA Sample Sequence

First Year

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

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

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

Third Year

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

Art and Design	ART 6000 - Readings in Art ART 6001 - Art and Design Seminar 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



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





## MFA Year-by-Year Overview

## 1. Year One: Exploration of Viable Topics

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

## 2. Year Two: Assessment of the Selected Topic

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



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

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

## 3. Year Three: Thesis

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



Q1.1. Student Name

Q1.2. Student Area of Study

Q1.3. Faculty Reviewer Name

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

Q2.1. Creative Work Evaluation: Visual Communication

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

Q2.2. Creative Work Evaluation: Critical Development

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

### Q2.3. Creative Work Evaluation: Content/Context

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

### Q2.4. Creative Work Evaluation: Interdisciplinary

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

### Q2.5. Please provide comments if applicable.

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

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

### Q3.2. Written Communication Evaluation: Content Development

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

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

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

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

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

#### Q3.5. Written Communication Evaluation: Sources and Evidence

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

#### Q3.6. Written Communication Evaluation: Organization

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

#### Q3.7. Written Communication Evaluation: Clarity and Style

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

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

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

### Q3.8. Written Communication Evaluation: Citations

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

### Q3.9. Please provide comments if applicable.

### Q4.1. Oral Presentation Evaluation: Organization

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

### Q4.2. Oral Presentation Evaluation: Depth and Accuracy

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



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

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

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

#### Q4.4. Oral Presentation Evaluation: Research Effort

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

#### Q4.5. Please provide comments if applicable.

#### Q5.1. Technological Capabilities Evaluation: Creation

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

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

#### Q5.2. Technological Capabilities Evaluation: Dissemination

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

#### Q5.3. Technological Capabilities Evaluation: Documentation

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

#### Q5.4. Technological Capabilities Evaluation: Preservation

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

Q5.5. Please provide comments if applicable.

**Scoring Results**



**Score**

**Mean Score:** 0.00

**Weighted Mean of Items:** 0.00

**Weighted Standard Deviation of Items:** 0.00

**Items:** 0.00

**Location Data**

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

**Source:** GeoIP Estimation



## Master's Pre-Thesis Research Approval Form

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

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

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

Student Name:

Phone Number:

Email Address:

Degree Program/Dept.:

Banner ID:

---

Working Title of Thesis Research:

---

Mentor/Director of Master's or Doctoral work:

1.

(Type or print name and Banner ID Here)

Graduate or Associate Graduate Faculty

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

Tentative Graduate Student Advisory Committee members:

If so, please list:

2.

Graduate or Associate Graduate Faculty

(Type or print name and Banner ID Here)

3.

(Type or print name and Banner ID Here)

Graduate or Associate Graduate Faculty

4.

(Type or print name and Banner ID Here)

External Member  Graduate Teaching Faculty

Associate/Full time Graduate Faculty

5.

(Type or print name and Banner ID Here)

External Member  Graduate Teaching Faculty

Associate/Full time Graduate Faculty

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

Does your research involve human subject? Choose an item.

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

If not, when will it be reviewed for approval?

Does your research involve animals? Choose an item.

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

If not, when will it be reviewed for approval?

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

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

If not, when will it be reviewed for approval?

**Approvals:**

Thesis Director Signature

Click here to enter a date.  
Date

Unit Graduate Program Director Signature

Click here to enter a date.  
Date

**Acknowledgement of Receipt by Graduate School:**

Dean of the Graduate School or designee

Click here to enter a date.  
Date

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

Student's Name \_\_\_\_\_

Area of Concentration \_\_\_\_\_

Thesis Title \_\_\_\_\_

Exhibition Title \_\_\_\_\_

Exhibition Venue \_\_\_\_\_

Student's Signature \_\_\_\_\_

date

Approved by:

Area Coordinator \_\_\_\_\_

signature

date

Thesis Director \_\_\_\_\_

signature

date

\*Gray Gallery \_\_\_\_\_

signature

date

Received by SoAD \_\_\_\_\_

signature

date

\*or Administrator responsible for the chosen venue.



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Date

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Signature of Thesis or Dissertation Director (Required)

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

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**OR**

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**OR**

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