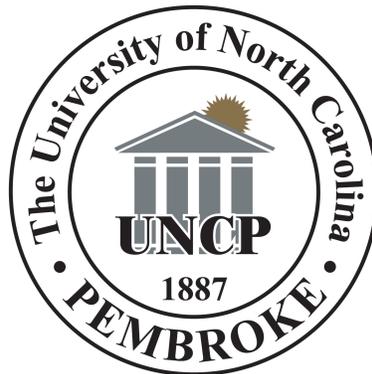


# M.A.: Art Education Graduate Student Handbook 2016-2017



School of Graduate Studies  
The University of North Carolina at Pembroke

The University of North Carolina at Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of color, national origin, religion, sex, age, or disability. Moreover, The University of North Carolina at Pembroke is open to people of all races and actively seeks to recruit and enroll a diverse academic community.

Updated 01/09/2017

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This handbook is designed to provide you with an overview of the Masters of Arts: Art Education program and requirements at The University of North Carolina at Pembroke, and to answer questions that you may have about the program. You should familiarize yourself with its contents and keep it handy for reference throughout your graduate study at UNC Pembroke.

When you are formally admitted (provisional or full admission) to a program, you are assigned an advisor (Dr. Ann Horton-Lopez, program director), which is identified in the letter of admission, to guide your academic progress. You are strongly encouraged to meet with your advisor on a regular basis prior to pre-registration each semester, as regulations and program requirements may change and certain required courses may be taught only during specified semesters. While your advisor will guide your process, the ultimate responsibility for satisfying all program requirements rests with you.

Should you have additional questions or need more information please contact the appropriate program director, your advisor, and/or the Dean of the School of Graduate Studies and Research. The Office of Graduate Studies is located in Room 124 of Lindsay Administration Building. The telephone number for this office is (910) 521-6271.

**Each student is responsible for the proper completion of his or her academic program, for familiarity with the University of North Carolina at Pembroke Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic adviser will counsel, but the final responsibility for a successful college career rests with the student.**

### **School of Graduate Studies and Research Mission Statement**

The mission of the School of Graduate Studies and Research of The University of North Carolina at Pembroke is to provide quality master's level degree programs and opportunities for continuing professional and career development for students whose academic preparation and personal characteristics predict success in graduate studies. The school works to provide UNC Pembroke's faculty, students, and staff with opportunities to participate in research and shared scholarship as a means to further the institution's mission to "enhance the intellectual, cultural, economic, and social life of the region."

#### **About the Graduate School and Graduate Programs**

The University of North Carolina at Pembroke offers over forty master's programs and concentrations, all designed to enhance a student's development as a professional and a scholar. Graduate programs provide in-depth study of a discipline under the guidance of faculty members who are committed to students' intellectual growth. Emphasizing a personal and relevant approach to post-baccalaureate education, UNCP challenges students to take their skills and knowledge to a new level of mastery.

The School of Graduate Studies and Research emphasizes depth of study, academic rigor, and reflection. Graduate programs seek to foster in students a desire for excellence, a sustained commitment to learning, an openness to change, a social consciousness, and a respect for human diversity. The programs also strive to ensure the development of students into leaders of their professions.

Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other.

The members of the Graduate Faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. They are committed to excellence in teaching, engaging in the generation of knowledge, and serving their communities and professions.

Flexible course schedules and course formats are designed to make courses readily available to students. In addition to its offerings on the main campus, the School of Graduate Studies and Research offers selected classes and programs at satellite locations, primarily community colleges. All programs offer online and/or hybrid courses. The Master of Public Administration degree is offered as an on-campus or an online program and the Masters of Education Elementary Education degree is offered as an online program.

#### **Office of the School of Graduate Studies and Research**

While graduate classes may be offered at a variety of campus and off-campus sites, the location for all inquiries regarding graduate admissions, regulations, and procedures is the School of Graduate Studies and Research, which is located in Room 124 of Lindsay Administration Building. The Dean of the School of Graduate Studies and Research is Dr. Rebecca Bullard-Dillard. Dr. Irene Pittman Aiken serves as the Associate Dean. The Dean is responsible for the overall functioning of the School of Graduate Studies and Research and chairs the Graduate Council.

The graduate office is open from 8:00 a.m. - 5:00 p.m. Monday through Friday. If you would like to speak in person

with the Dean or a staff member, please call 910-521-6271 to schedule an appointment. If you cannot be on campus during regular office hours, a late appointment may be scheduled by calling the same number. Additional information about graduate studies may be accessed through the school's website ([www.uncp.edu/grad](http://www.uncp.edu/grad)). The fax number for the graduate office is 910-521-6751. The mailing address is:

School of Graduate Studies and Research  
 The University of North Carolina at Pembroke  
 P.O. Box 1510  
 Pembroke, NC 28372

***Master of Arts in Art Education***

***Program Description***

The M.A. Art Education's program is intended to serve as an extension of the established undergraduate art education program and provide individualization of instruction and program offerings beyond the baccalaureate for those individuals who wish to pursue a higher level of achievement in their chosen field.

The Masters of Arts in Education: Art Education's program will extend the NCDPI competencies currently required for initial "A" licensure by extending the art educator's knowledge base and competencies by analytically reading art education professional literature, analyzing and discussing art education publications, theories, current practices in education and research. The program will extend their competencies through self-reflection and self-evaluation of their planning skills, computer competencies, as well as through advance study of curriculum content, methods of organizing for instruction, materials, the classroom environment, and knowledge of the students and their needs. With this additional knowledge and experience, the teacher will be prepared to take the role of a collaborative leader and the responsibilities for guiding colleagues in their planning.

**Masters of Arts: Art Education**

**A. Education Core Courses (Required)..... 3 semester hours**

1. EDN 5660- Applied Educational Research (3 hrs) \_\_\_\_\_

**B. Guided Course Work Emphasizing Art Education .....15 semester hours**

1. ART 5020 - Curricula in Art Education (3 hrs) \_\_\_\_\_

2. ART 5030 - Review of Research in Art Education (3 hrs) \_\_\_\_\_

3. ART 5040 - History and Philosophy of Art Education (3 hrs) \_\_\_\_\_

4. ART 5090 - Leadership and Survey of Art Education (3 hrs) \_\_\_\_\_

5. ART 5110 - Advanced Art History Methods and Content (3 hrs) \_\_\_\_\_

**C. Guided Courses for Studio Area or Research Thesis .....6-9 semester hours**

**Thesis Options:** (6 -9 semester hours - 3 hrs per semester)

Options I: The student may elect to produce a thesis dealing with a significant problem or inquiry in the field of art education (ART 6000-3 hrs per semester, 6 hrs required) 6 hours

Option II. Students may elect an art studio concentration that requires a Graduate Exhibit, studio thesis, and artist statement. Approval for this option is by portfolio review to indicate competence in a selected studio area (ceramics, drawing, digital arts, painting, printmaking and sculpture). Required: ARTS5xxx Special Topics, 3 hrs, Repeatable.9 hrs required

**D. Guided Electives:** ..... **6-9 hours**

EDN 5470 Advanced Classroom Management (3 hrs), EDN 5480 Advanced Foundations of American Education (3 hrs), EDN 5490 Effective Educational Leadership (3 hrs), ART 5080 - Art in the Elementary and Secondary Schools (3 hrs), ARTS 5xxx Special Topics (3 hrs), ART 5060 Applied Art Education Pedagogy, and Production (3 hrs) Art 5180 Painting (3 hrs)

**Total Hours (Minimum)** .....  
**36 hours**

**COURSES**

**DEPARTMENT (ART)**

**Curricula in Art Education (3)**

Study of art education curricula, with option for elementary or secondary emphasis. Study of exemplary curricula, standards of quality, curriculum models, curriculum design and construction, concomitant instructional methods, and evaluation. Prerequisite: graduate standing.

**Research in Art Education (3)**

Study of appropriate research methodologies, research and selected readings in art education. Includes research in art education, recent studies, areas needing further research, Prerequisite: graduate standing.

**History and Philosophy of Art Education (3)**

Analysis of objectives, current theories, and texts that are shaped by the visual arts, history, philosophy, and the behavioral sciences, and recent trends in art education. The sociopolitical currents that have shaped art education, and visual art itself, are examined. Prerequisite: graduate standing

**Applied Art Education Pedagogy and Production (3)**

This course is designed to fulfill MAT: Art Education graduate students' individual and specific needs, especially in the area of pedagogy and/or method(s) courses.

**Art Production in the Elementary and Secondary Schools (3)**

This course is designed to provide art educators with various aspects of creating new, innovative art lessons for elementary and secondary curricula. Emphasis will be placed upon philosophies associated with elementary and secondary art education production and the use of specific art tools, media, materials, and techniques to enhance learning. Prerequisite: graduate standing.

**Leadership and Survey of Art Education (3)**

This course is on acquiring the knowledge, skills, and dispositions needed for leadership roles in art education. Students will analyze the philosophical and theoretical content of various models of leadership. The course provides a survey of development of current art education trends, issues and problems in the field by means of inquiry. Prerequisite: graduate standing.

**Art History Methods and Content (3)**

This course focuses on studies of appropriate art history methods and art history content for grades K-12. This course includes the development of competency in art history, methods, and diverse inquiry procedures. Prerequisite: graduate standing

**Internship in K-12 Art Education (3)**

Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 Art licensure. Prerequisite: Approval of the Art Education Program Director.

**ART 6000. Thesis in Art Education (3)**

The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. Prerequisites: Completion of 18 semester hours of graduate work; EDN 5660; permission of the student's major advisor; permission of the Dean of Graduate Studies. The six required hours of thesis credit are earned by registering for this course in two separate semesters.

**ARTS 5xxx. Special Topics (3)**

This course is designed to fulfill individual and specific needs of art education graduate students' particular area of advanced study. Directed reading, research, production, and problem solving in the student's area or areas of art studio elective(s) or art studio concentration are carried out by the student at the University and in the field under the supervision of the student's major advisor and instructor. Course is repeatable with consent of the instructor. Prerequisite: graduate standing

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program.

A comprehensive exam is required before completion of the program.

**Elective course:** With approval of the Program Director, candidates may enroll in graduate courses in another program at UNCP (assuming they meet its prerequisites).

**Standards for Visual Arts Teacher Candidates**

Visual Arts teacher candidates understand and respect the unique, individual set of experiences and perspectives their students bring to the art making process. They promote an understanding of the importance of visual arts and their power to cultivate creativity, encourage problem solving and promote global understanding of history through cultural artifacts and customs. "Visual Arts" include historical and contemporary fine arts, crafts, and emerging art media. Visual Arts teacher candidates have knowledge of the content of visual arts that extends to the perception, production, study, interpretation, and judgment of works of art and design from various cultures, historical periods, origins and locations. They know that the creation and study of art are intertwined. Visual Arts teacher candidates understand the way images and forms communicate meaning. Visual Arts teacher candidates have a thorough knowledge and understanding of the goals and objectives of the *North Carolina Standard Course of Study* in Visual Arts.

The standards reflect important components of art content, including:

- Design Fundamentals
- Art Making
- Art History and Visual Culture
- Critical and Creative Thinking
- Program Development

**Standard 1: Visual Arts teacher candidates demonstrate an understanding of historical and contemporary theories of visual expression across global perspectives**

Visual Arts teacher candidates have knowledge of Western and non-Western fundamentals of art. They are able to articulate their understanding of these concepts using appropriate vocabulary specific to the field. Visual Arts teacher candidates demonstrate an understanding of:

- Art elements
- Principles of design
- Composition

- Conceptualizing

**Standard 2: Visual Arts teacher candidates demonstrate competency in a variety of media, techniques, and processes through the conceptualization and creation of art.**

Visual Arts teacher candidates understand that the creation of art involves both process and product. They develop ideas from concept to product, generate media specific solutions, and produce finished artwork. Visual Arts teacher candidates demonstrate an understanding of:

- A variety of two- and three-dimensional processes to communicate innovative ideas, information and feelings (i.e. drawing, painting, sculpture, crafts, ceramics, fibers, photography, conceptual art, design, printmaking, digital media and technology).
- A variety of four-dimensional or time-based processes to communicate innovative ideas, information and feelings (i.e. conceptual art, video, performance, installation, environmental art).
- How to analyze, access, manage, integrate, evaluate and create art in a variety of forms and combinations of media.
- How to create and maintain a safe, appropriate, and ecologically conscious working environment through the responsible management and use of media, tools, and equipment

**Standard 3: Visual Arts teacher candidates demonstrate cross-cultural knowledge and understanding of ancient through contemporary art history and visual culture.**

Visual Arts teacher candidates understand that all art develops within social, cultural, and historical contexts. They understand the contribution of various artists and cultures around the world from ancient periods to the modern era. They recognize the reciprocal impact of historical and societal forces upon cultures, artists and the work they produce. Visual Arts teacher candidates:

- Examine and comprehend the interconnections of art and artists through the context of history, culture, society, place, function, purpose, influence, style, and genre.
- Recognize and differentiate art, artists, style, and genre.
- Be open and responsive to diverse and global perspectives of art.
- Explore relationships between visual communication and political, economic, and civic institutions.

**Standard 4: Visual Arts teacher candidates demonstrate an understanding of art through critical and creative thinking.**

An increasingly complex world demands the ability to interpret, assimilate and respond to an expanding volume of imagery and visual information. Visual Arts teacher candidates are critical thinkers and problem solvers in their roles as artists and educators. They recognize the role the visual arts play in equipping students with 21<sup>st</sup> century skills. Visual Arts teacher candidates:

- Understand the nature of art, inclusive of ideas, subject matter, symbols, metaphors, themes, and concepts.
- Develop a personal artistic vision for creating art.
- Understand the role of aesthetic experience in the enjoyment, preference, and appreciation of art.
- Understand the affective and self-expressive aspects of art for self-actualization and empowerment.
- Critique art through verbal and written expression, applying various critical thinking approaches, such as description, analysis, interpretation, and judgment.

**Standard 5: Visual Arts teacher candidates develop and manage a program inclusive of the goals, values, and purposes of visual arts education.**

Visual Arts teacher candidates have a unique role in the schools to build, promote and sustain a viable art program. They recognize and communicate the vital roles that visual arts play in education and lifelong learning to students, parents, colleagues in other disciplines, school administrators, and the larger community. Visual Arts teacher candidates must have the knowledge, skills and dispositions to facilitate this process. Visual Arts teacher candidates:

- Make informed selection of instructional content.
- Make decisions regarding budgeting, inventory, and their relation to instructional needs.
- Know the importance of exhibiting and promoting student art as an advocacy tool which reflects the visual arts program.
- Develop as artists engaging in their own studio work and seeking opportunities to learn more about art.
- Understand career avenues within the arts in a global marketplace

**Masters Standards**

The North Carolina Professional Teaching Standards Commission developed teaching standards based on a “new vision of teaching” in light of 21<sup>st</sup> century opportunities, needs and demands. The following five graduate program standards are parallel to and expand upon those standards. These are advanced standards, appropriate for teacher education programs to use as guidelines in developing their graduate level teaching programs. Teachers granted the master’s degree license are expected to be teacher leaders in their specialty area, to facilitate the creation of healthy educational environments, to have deep knowledge and skills in their content and curriculum, to use research in making decisions about effective practice for student learning, and to be continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation.

**Standard 1: Teacher Leadership**

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

**Standard 2: Respectful Educational Environments**

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

### **Standard 3: Content and Curriculum Expertise**

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21<sup>st</sup> century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

### **Standard 4: Student Learning**

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

### **Standard 5: Reflection**

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.

#### **Masters of Arts in Art Education (M.A.): Major Products of Learning**

**TASKSTREAM:** TaskStream is an electronic assessment and management system selected by UNCP to collect and document candidate performance in all teacher education programs. Recent state and national accreditation requirements for academic programs now make the use of this type of electronic management and reporting system necessary for standards-based accountability purposes at all levels. TaskStream enables faculty and administrators to assess individual candidate progress and overall program performance across the Teacher Education Unit. Constantly reviewing and improving the quality of these programs is essential to preparing highly qualified teacher education candidates' ability to positively impact P-12 student learning.

All graduate students and teacher candidates will be required to submit electronic evidences at various points in their teacher training (**e-portfolio**). Candidates are also required to fill out the Graduate Assessment on Taskstream during your mid-point and exit

Directions: Click on Graduate Assessment on Taskstream.

This checklist should be completed by the program director following the Midpoint Conference (either after the completion of Phase I of the MAT, or after completion of 18 hours of MA programs). The meeting should include a discussion of the candidate's changing understanding of the professional

dispositions, the candidate's progress in the program overall, and the candidate's plans for the leadership project and any other major projects required for the degree program (such as a thesis or Action Research Project). The candidate also has a chance to articulate any concerns about the program, and to set goals for the second half of the program.

The candidate must self assess before the program director can access the checksheet.

Courses requiring the use of TaskStream will be identified in their respective syllabi. It is the responsibility of the student to purchase a TaskStream subscription and to have that subscription activated during any semester in which the submission of electronic evidence is required. You will be submitting "capstone documents" and additional work from courses on Taskstream.

**On Taskstream, click on Graduate Assessment System: It is required** to complete and submit the dispositions self-evaluation, mid-point evaluation and the exit evaluation. The Graduate Assessment system is a unit wide assessment that allows program directors and the Teacher Education Program as a whole to track the progress and performance of degree candidates from their matriculation through graduation. The initial assessment includes admission information, with dispositions self-evaluated throughout candidates' progress in their programs. The Midpoint Conference gives candidates and program directors a chance to evaluate their progress, and guide their conclusion of their programs.

#### **Dispositions Assessment:**

The Candidate Dispositions Assessment Process reflects professional attitudes, values and behaviors that are characteristic of caring, collaborative and competent teachers. Candidates must have acceptable evaluations by their university and school-based supervisors in order to be recommended for licensure.

The candidate must self-assess first. After the self-assessment has been completed, then the program director may assess the candidate.

**Midpoint Progress Checksheet:** This checksheet should be completed by the program director following the Midpoint Conference (either after the completion of Phase I of the MAT, or after completion of 18 hours of MA programs). The meeting should include a discussion of the candidate's changing understanding of the professional dispositions, the candidate's progress in the program overall, and the candidate's plans for the leadership project and any other major projects required for the degree program (such as a thesis or Action Research Project). The candidate also has a chance to articulate any concerns about the program, and to set goals for the second half of the program.

**The candidate must self assess before the program director can access the checksheet.**

**Exit Progress Checksheet:** This checksheet should be completed by the program director following the Exit Conference (upon completion of all degree requirements). The meeting should include a discussion of the candidate's understanding of the professional dispositions, the candidate's progress through the program overall, and the candidate's plans for future professional growth. The candidate also has a chance to articulate any concerns about the program.

**COMPREHENSIVE EXAMINATIONS:** will be given on the semester before or the semester of graduation or at the end of your course work if you are a studio person. You will notify Dr. Horton-Lopez of your intentions the semester before you take the comprehensive exam. You must notify

Graduate Studies and fill out the comp. form. They may mail them to you. The exams will take place in the Art Department's Conference Room. A letter of the time and place will be sent. An extensive list of topics can be acquired in Dr. Horton-Lopez's office. Please remember that graduate EDN core courses information will be part of this examination.

### **Option 1 or 2.**

**Option 1: STUDIO PORTFOLIO FOR GRADUATE STUDIO CONCENTRATION:** The graduate students that have elected to **submit a portfolio** of their work to be considered for acceptance into the art studio concentration - **must submit a disc or USB (thumb) to Dr. Horton-Lopez.** She will present this small collection (7-10 slides) of their work to the Art Department's faculty to view and evaluate - decide if the work is at a level of entrance into a graduate studio concentration area.

**These visuals of your artwork should be submitted three weeks before the end of your first studio course. A studio thesis is also required upon completion of studio courses if accepted into a studio area.**

**How to take the best slides or digital images of your work:** Out side in the shade (garage near the opening of the door (defused lighting). Take glass off work - this is a must. Use a tripod, frame up close, in focus - and when you receive slides make sure the image does not include frames or anything else. Label sides or disc with **NAME, MEDIUM, SIZE AND DATE.**

**THE STUDIO THESIS:** is to be written directly related to the visual work produced for the studio component. Dr. Horton-Lopez will edit your first draft of your thesis for content. It is advised to submit one section at a time (**I**. Introduction, **II** Review of Literature, etc.) Visuals of your work are required. There are digital cameras available to produce visuals for the thesis. (Fifteen to twenty pages)

**Studio thesis is due three weeks prior to your graduate show.**

**Have a "professional language person" edit your thesis for errors or correction needed before you submit a section to Dr. Horton-Lopez. When you start adding visuals to the thesis, the file may become too large to email. You will then need to submit a disc.**

## **M.A.: ART EDUCATION GRADUATE SHOW GUIDELINES**

**One semester before your graduate exhibit you must notify Dr. Nancy Palm that you intend to have your graduate exhibit the following semester**

Email: [nancy.palm@uncp.edu](mailto:nancy.palm@uncp.edu)

Phone: 910.775.4264

### **General guidelines:**

1. Failure to follow these guidelines will mean failure to graduate, until all requirements are met.
2. It is the student's responsibility to read and understand these guidelines.
3. Students are responsible for the installation, publicity, and opening reception.
4. All work must remain in the exhibition for the entire duration for the show.
5. All work left in the art department longer than two months after the close of the exhibition will become property of the art department.
6. The gallery director will not broker sales on behalf of students. All inquiries about purchases will be directed to the artist.

7. Students must distribute the responsibility for publicity and the opening reception among themselves, with everyone contributing to the group.

8. No exhibit arrangements are to be made without the full knowledge and approval of the gallery director.

**Selecting and preparing work for installation:**

9. Only original works of art may be shown.

10. Show only your best and most recent work.

11. See your major concentration instructor for advice on selecting work to show, and consult with the gallery director about available space.

12. The student and instructor in the student's major concentration are to complete the attached **Show Form** and submit to gallery director one week before the opening of the exhibition. The form must be filled out in full and signed by instructor, before the student will be allowed to show work. The form acknowledges the studio faculty's approval of the works to be displayed and provides information for insurance purposes.

13. How your work is presented should be carefully considered. All work must be shown in a professional manner. Note the following:

a. "Proper" frames (that are appropriate size, color, and style for the work presented) should be utilized as needed. No clip frames. Cheap looking frames give the impression you don't care about the display of your work, unless conceived as part of the work as a whole.

b. NO wet paint.

c. No colored mattes unless conceived as part of the work as a whole.

d. "Special" bases or other supports for 3-D work are to be supplied by student; The gallery will supply podiums, etc. but not elements to prop up your work.

e. Any 'special' installation needs should be discussed with gallery directory as soon as possible.

14. All work must be ready to hang/display and in the gallery director's office three days before the hanging of the show.

2

1/23/17

**Publicity:**

15. Students are responsible for all publicity. Postcard design should be submitted to the gallery director at least four weeks before the opening. Announcements should be mailed or distributed at least two weeks before the opening. The director will approve all copy for accuracy before reproduction and distribution.

16. Press releases should be mailed to university publicity department and Pine Needle staff three weeks before the opening. The gallery director will forward the press release to appropriate parties for distribution, but it is up to the students to write it. You should discuss the overall theme of the show as well as individual artists therein. The director will approve all copy for accuracy before distribution.

**Installation of work:**

17. All students participating in the show **MUST** hang the exhibition. The installation will be supervised by the gallery director, but each student will install their own work. Furthermore, this is a group show, and no one is done until the entire show is hung, labeled, and lit.

18. The date and time of the installation will be provided by the gallery director. Be punctual and ready to work in the gallery at the appointed time.

19. Students, with the assistance of the gallery director, must make labels for each work on display. The label should include: artist, title/untitled, medium, and date.

**Opening Reception:**

20. Students will remain in the gallery the entire time span of the reception.
21. Students are responsible for all aspects of the opening reception.
22. If refreshments are served, students (or their family and friends) must purchase, set up, and take down all food and drink. The kitchen must be left clean. Some serving trays, tablecloths, and bowls are available for your use.
23. Be early on opening day to assist with last minute preparations.

**Document the exhibition:**

24. Each student should keep of record of their participation in the exhibition. Photographs should be taken of the installation and of individual works as needed. This is strongly encouraged by the entire art department faculty. Students may make appointments with Dr. Labadie for assistance and equipment, if needed.10.

**Any graduate show arrangements must be approved by Dr. Horton-Lopez.**

**II. RESEARCH THESIS OPTION: Your thesis proposal must be approved before you continue with the research and all thesis committee persons must sign off on approval.** Thesis packet (4 forms) must be filled out and three names of your thesis committee submitted with their permission. Packets are available in the Art Department with Dr. Horton-Lopez.

**A research thesis proposal and “introduction” should be submitted three semesters before graduation (includes the summer sessions). Approved and completed thesis is due by the midterm before graduation. Have a “professional language person” edit sections of your thesis for errors or correction needed before you submit a section to Dr. Horton-Lopez.**

**Read the information “directions for the preparation of a thesis” on the web following web page:**

**<https://www.uncp.edu/academics/colleges-schools-departments/colleges-schools/school-graduate-studies-and-research/forms-0>**

**Turn in forms when appropriate and contact thesis committee member for defense of your thesis.**

**Leadership Project (Art 5090)**

Professional leadership is a characteristic of the master teacher. One of the major purposes of a graduate program is to prepare mature, career teachers to extend their sphere of influence in professional education to his or her school, district, community, or professional organization(s). All M.A and MAT programs are designed to help the teacher develop or strengthen professional leadership abilities as evidenced in a product of learning. The proposal for an leadership project is developed in Art 5030, *Art Education Research*. The respective program director reviews each teacher’s leadership plan and approves it for implementation by the end of the course. As soon as a leadership project is approved, the teacher is free to implement it or plan to implement it. The graduate candidate has until the end of her program of study to complete the project. Save evidence of the leadership activity, which will be submitted to Dr. Horton-Lopez.

**Educational Goals and Objectives of the M.A.: Art Education Program**

The goals and objectives of the Art Education graduate program reflect a clear conception of the roles and responsibilities of master teachers in art education. The graduate students will accomplish the following goals and objectives of UNCP M.A.: Art Education Program:

### 1. Professional Educational Growth and Instructional Mastery:

- Analytically reads art education professional literature;
- Analyzes and discusses art education philosophies, theories, current practices, and research findings;
- Designs and applies coherent, rigorous and consistent instruction based on theoretical, philosophical and research-based information to improve student learning;
- Incorporates research findings into curriculum development and classroom instructional strategies to improve student learning;
- Add to their current knowledge base and competencies to integrate content information from other disciplines with art education and art history;

### 2. Knowledge of Students and their Environment:

- Develops an advanced knowledge of child development in art;
- Creates a classroom environment that promotes understanding, acceptance and respect for all students;
- Demonstrates appropriate depth and breadth of knowledge of the learner, learning process, diverse learning styles and abilities, and evaluation procedures.
- Creates a classroom environment that promotes success for all students;
- Seeks art activities to increase understanding of diverse cultures/people;
- Modifies instruction to meet the needs of challenged, exceptional and diverse learners;
- Analyzes, diagnoses, and prescribes instruction that furthers student learning.

### 3. Appropriate Research Experiences:

- Enriches their skills in data gathering, diagnosis, and prescription to employ methods to improve instruction and student achievement.
- Analyzes educational problems and suggests appropriate adjustments based on data gathering, analysis, and conclusion.
- Adapts instruction and learning environments based on evaluation of student learning problems and successes.
- Monitors the effects of instructions, learning environments, adaptations and materials for students' learning and actions.
- Studies appropriate research methodologies, trends and issues, research and selected readings in art education, research procedures in art education, and areas needing further research;

### 4. Linking Art Education to the Learners' Needs.

- Ability to apply research data to practical life experiences to enhance classroom performance;
- Teaching of reading and writing in art education and in content areas, when integrated with the visual arts;
- Exhibits advance knowledge in art education as defined by the State of North Carolina course of study;
- Uses technology to create learning environments that encourage and support students' learning;
- Demonstrates initiative in linking subject matter to students' knowledge and experiences.

- Exhibits advance methods of preparation, implementation and evaluation of instruction for student's diverse learning needs.
- Search, promotes, uses, and evaluates the best teaching practices for each course taught;
- Regards the variation between learning behaviors and results expected in communities having varying differences;

#### 5. Professional Development and Leadership:

- Using technology to improve and promote the interest of teaching and other professional activities;
- Keeps abreast of developments in art education and issues related to teaching;
- Demonstrates initiative in inquiry and seeks to apply exemplary methods for improvement of the curriculum and educational setting;
- Demonstrates commitment by participation in professional activities and provides leadership to colleagues and communities through collaboration;
- Takes advantage of opportunities to share ideas and learn from colleagues, educators and parents for enhancement of students' education;
- Takes part in working jointly with others in the collective role of leadership and mentorship activities to solve educational problems in the classroom, school system, and community.

### **Admission to the M.A. Program**

Regulations governing the Graduate School admissions process are included in the UNCP Academic Catalog in the “School of Graduate Studies and Research” section. Those regulations are not repeated in this handbook, because this publication is intended for the use of admitted and enrolled graduate students.

The admissions requirements for the M.A.. program are similar to other graduate programs on the UNCP campus. All students seeking to enroll in any graduate class must be admitted to the School of Graduate Studies. Individuals seeking admission to the M.A.. Program must apply through the School of Graduate Studies and Research with approval granted by the Dean of Graduate Studies in consultation with the appropriate director of the graduate degree program. To be considered for full or provisional admission to the M.A. Program, an applicant must:

- submit a completed application form to the School of Graduate Studies;
- pay a \$45.00 non-refundable application fee;
- submit two copies (one of which must be an official copy) of transcripts from all colleges/ universities attended; one of these transcripts must indicate the date that the applicant’s baccalaureate degree was awarded;
- have earned a bachelor's degree in a discipline designated by the chosen teaching specialization area or in a related discipline, with additional prerequisite courses (Note: If additional course work is required, it becomes part of a student’s prescribed program of study and must be completed for the degree to be awarded).;
- have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
- have three academic and/or professional recommendations submitted on their behalf. At least one recommendation should be from a college/university faculty member in the undergraduate major of the

applicant; others should be from the applicant's employer/supervisor;

- submit verification of current employment by a North Carolina public school as a lateral entry teacher in the licensure area being sought, or submission of the internship application packet

### Accreditation and Licensure

All UNCP Teacher Education Program areas are accredited by the National Council for Accreditation of Teacher Education (NCATE), National Association of Schools of Art and Design (NASAD), and the North Carolina State Board of Education. The North Carolina Department of Public Instruction issues licenses to teach in the public schools of North Carolina. Requirements for licensure are established by the NC State Board of Education and are subject to change. Accreditation provides for reciprocal licensure with other states that recognize interstate reciprocity agreements.

### The Graduate Council

The Graduate Council of The University of North Carolina at Pembroke is the primary governance body for the Graduate Studies. This group normally meets monthly during the academic year. The Graduate Council approves the curriculum of each graduate program and monitors any changes. The Council also develops the rules and regulations under which the School of Graduate Studies and Research functions.

### New Graduate Student Orientation

All degree-seeking graduate students are strongly encouraged and expected to attend the scheduled orientation session during their first semester of enrollment. Students are held responsible for knowing and understanding the information provided during orientation sessions. Dates and times of the August and January orientation sessions are posted on the School of Graduate Studies and Research website. Graduate students beginning their studies during the summer sessions are expected to attend the fall semester orientation.

### Payment of Tuition and Fees

Payment of tuition/fees must be made by deadlines established by the Office of Business Affairs. No student is officially enrolled until tuition/fees have been paid. Students who do not pay tuition/fees by the established deadline are dropped from the classes for which they have registered and be charged to be reentered in the classes.

Payment options include cash, check, Visa, MasterCard, financial aid and outside sponsors. A student's BraveWeb online account center will accept Visa and MasterCard. **NOTE:** All payments mailed to the university should be addressed to the: Bursar's Office, P.O. Box 1510, Pembroke, NC 28372. Additional information is available on the Controller's Office website (<http://www.uncp.edu/co/>).

### Residency Status for Tuition Determination

North Carolina law requires students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in-state tuition, the applicant must generally have lived in North Carolina for a minimum of twelve consecutive months immediately prior to his or her enrollment in an institution of higher learning. During this twelve-month period, the applicant's presence in the state must constitute legal residence in accordance with the University's guidelines as prescribed by the General Assembly.

Special waivers exist for US Military. Military Waiver Forms are available for active duty U.S. military personnel and their dependents stationed in North Carolina. More detailed information regarding residency status is available from the website (<http://www.uncp.edu/admissions-aid/costs-paying-college/residency-information>).

International students (i.e., non-US citizens seeking to attend the School of Graduate Studies and Research of UNCP) are subject to special regulations with regard to residency status, immigration procedures, and passport and/or visa requirements. Information is available in the [Office of International Programs](#).

### **Medical History/ Health Form**

North Carolina State law (General Statute 130A 152-157) requires that all students entering college present a certificate of immunization, which documents that the student has received the required immunizations. This law applies to all students except the following: students registered only in off-campus courses; students attending night (starting at 4:00 p.m. or later) or weekend classes only; and students taking a course load of (4) credit hours or fewer and residing off campus. The form and additional information is available on the website of Student Health Services ([www.uncp.edu/shs](http://www.uncp.edu/shs)). Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

### **Student Health Insurance**

All registered students taking six (6) or more credit hours on campus are required to purchase the student injury and sickness insurance plan, with the following exceptions: distance education students and students who submit evidence of equivalent coverage satisfactory to the policyholder may waive coverage. If you do not submit a waiver online, you will automatically purchase the Student Health Insurance and the charge will remain on your student account. If you have any questions, please contact Student Health Services at 910-521-6219. For more information about Student Health Insurance, please go to [www.bcbsnc.com/uncp](http://www.bcbsnc.com/uncp).

### **Identification Cards**

Graduate students are eligible for student identification cards. The cards are made at the beginning of each semester in the Auxiliary Services building located just west of the Jones PE Center. The BravesOne Card is a single source card for purchasing foods and services at UNCP. It also serves as a student's identification card for UNCP events and athletics. Additional information can be found on the Business Services website ([www.uncp.edu/bs/card/](http://www.uncp.edu/bs/card/)).

### **Parking Permits**

Motor vehicles, including two-wheeled motor vehicles, driven or parked on campus by students, faculty and staff must be registered and display a current UNC Pembroke official parking permit. Vehicle Registration fees are non-refundable. Graduate assistants are not allowed to purchase faculty/staff permits. Violators will be issued citations.

Assigned parking is enforced from 7:30 a.m. thru 5:00 p.m. daily MONDAY - FRIDAY. Information about vehicle registration and parking permits is available on the Police and Public Safety website ([www.uncp.edu/police/parking/](http://www.uncp.edu/police/parking/)).

### **Graduate Student Housing**

On-campus dormitory housing and apartment complexes as well as rental property at several local complexes are available for graduate students. Graduate students residing in campus housing must be enrolled in at least three semester hours of course credit. Applications for on-campus housing are distributed by the UNCP Office of Housing and Residence Life, and they must be submitted by the appropriate deadlines established by the University Housing Office. Off-campus housing for graduate students is also available. Additional information can be found on the Housing and Residence Life website ([www.uncp.edu/housing](http://www.uncp.edu/housing)).

### **Graduate Assistantships**

The University offers a number of Graduate Assistantships to qualified graduate students. Graduate assistantship appointments usually are for one academic year and assistantships may or may not be renewed. A few Graduate

Assistantships may be available during the summer months. GAs must be enrolled in at least one course during each summer term employed.

To be eligible for a graduate assistantship, a student must be formally admitted (i.e., provisional or full-standing status) to one of the graduate programs. The student must be registered for a minimum of nine hours per semester, not otherwise employed and s/he must maintain a 3.0 overall GPA in graduate coursework at UNCP. Partial tuition scholarships may be awarded to graduate assistants if sufficient funds are available. [Additional information](#).

### **Overview of Master’s Degree Requirements**

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina at Pembroke Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

To receive a master’s degree from The University of North Carolina at Pembroke, students must successfully complete the prescribed program of study with a cumulative grade point average of at least a 3.0 on a 4.0 grading scale, successfully pass the written comprehensive examinations (or an equivalent requirement, if applicable) and submit an application and fee for graduation. It is the responsibility of the student to file an [application for graduation](#) with the UNCP School of Graduate Studies and Research by the deadlines established (see chart below). Candidates for the master’s degree are expected to attend commencement exercises in the appropriate attire. Caps and gowns are distributed at “Grad Finale” each semester and also may be obtained from the University Bookstore.

The following are the deadlines for graduate students to apply for graduation:

<b>Summer Graduation</b>	<b>Fall Graduation</b>	<b>Spring Graduation</b>
March 1	March 1	October 1

The graduation application fee is \$90.00. A late graduation application fee of \$25.00 applies after the deadlines stated above.

### **Advisement**

Each student admitted to a graduate program is assigned a graduate faculty member from the academic department as an advisor. Initially, graduate students are expected to meet with their advisor to plan their program of study. Thereafter, they are expected to meet with their advisor each semester. Advisement sessions are scheduled each semester in conjunction with pre-registration, during which currently enrolled students who are in good standing are provided the opportunity to pre-register for the subsequent semester and/or summer sessions. The registration process is completed on BraveWeb and requires a PIN, which must be obtained from the assigned advisor.

Each student is responsible for the proper completion of his or her academic program, for familiarity with the University of North Carolina at Pembroke Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic adviser will counsel, but the final responsibility for a successful college career rests with the student.

### **Time Limits**

All course work applied toward the master’s degree must have been completed within five years (six years for the Clinical Mental Health Counseling, Professional School Counseling, and Social Work programs) of formal admission to the program. The time requirement is based upon the calendar. For example, if a student enrolls for a Fall Semester graduate course, then this student is one year into his/her time limit at the start of the next Fall Semester.

### **Study Off-Campus and Abroad**

Students enrolled in graduate school at UNCP may like to study abroad or off-campus. Graduate students may participate in short-term (2-6 weeks) or long-term (semester) options that fit their academic program. They will need

approval from the Graduate School Dean (to assure the transfer of course credit back to UNCP and their program) and may need to work with the Study Abroad Office (for financial aid). Off-campus study options available for students earning a master's degree in science include study in Bermuda, Costa Rica, Ossabaw Island, the Grand Canyon and Nova Scotia, for example. For additional information concerning possible off-campus study options, contact your program director. For additional information on graduate options for study abroad, please contact the Center for International Programs at 910-775-4095.

### **Licensure by the N.C. State Board of Education**

Students completing programs leading to graduate (M level) licensure by the North Carolina State Board of Education must submit a licensure application. Application forms are available on the School of Education website ([www.uncp.edu/soe](http://www.uncp.edu/soe)) at the link for the Licensure Office.

### **HAVEN Training**

Beginning in fall of 2014, all new students will be required to participate in training related to the Federal Mandate (signed into law by President Obama in March of 2013) and outlined in **Campus Sexual Violence Elimination Act** or **Campus SaVE Act (SaVE)**. Students will not be allowed to register for a second semester/session of courses until they have completed the training. UNCP students meet this requirement by completing HAVEN, an online training module. Additional information will be made available.

### **Dismissal**

An accumulation of nine (9) semester hours of "C" quality work, or a single grade of "F," makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and he/she will be dismissed. Excepted from this regulation are students readmitted by the Graduate Appeals Committee.

### **Grading**

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of "B" designates that a graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than normally expected in a graduate class. An accumulation of 3 "C"s" makes the student ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (see "Dismissal" section).

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (see "Dismissal" section).

A grade of "I" (incomplete) is given when the student is unable to complete work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the grade of "I" is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "F." In determining quality hours and quality point averages, an "I" is counted as an "F" until it is removed. A grade of "I" does not fulfill prerequisite requirements.

A grade of “**T**” indicates that a thesis or internship grade is pending and is issued only for thesis research and capstone courses and for the year-long internship in school administration.

A grade of “**W**” indicates that a student officially withdrew from a course (see “Withdrawal Regulation” section below).

### **Withdrawal Regulation**

Graduate students may find it necessary or advisable to withdraw from one or more courses during a term. If a student withdraws from all courses in which they are enrolled, they must withdraw from the university. The deadline for withdrawal depends upon the schedule for the course and the format of the course. Consult the Graduate Academic Calendar posted on the website of the School of Graduate Studies and Research ([www.uncp.edu/grad](http://www.uncp.edu/grad)) for course withdrawal deadlines.

To withdraw from a course (but remain enrolled in at least one course), a student must complete an *Application to Withdraw from a Graduate Course* form. It is the student’s responsibility to submit the withdrawal form to the School of Graduate Studies and Research by the withdrawal deadline for each course. Students who do not officially withdraw from a course by the established deadline may receive a grade of “F.” A graduate student who receives an “F” is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed.

To withdraw from the university (i.e. cease to attend all courses), a student must complete an *Application to Withdraw from Graduate School* before the established deadline of each course.

Withdrawing from a class does not excuse a student from the five year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) within which all program requirements must be completed.

The date that a graduate student submits his/her withdrawal form to the Office of Graduate Studies will be considered the last date of attendance for financial aid and student accounts purposes. If a student receives financial aid, he/she is advised to consult with his/her counselor to determine the impact of the withdrawal on his/her financial aid status. If the withdrawal occurs when refunds are still possible, the Office of Student Accounts will adjust tuition, fees, room, and board charges on a pro-rated basis. A student must successfully complete 67% of their coursework to maintain Satisfactory Academic Progress (SAP) to remain eligible to receive financial aid. Please see the website of the Office of the Controller for additional information (<http://www.uncp.edu/co/>).

### **Course Load**

Students may enroll in nine (9) semester hours during regular semesters (some programs may require additional hours). Students employed on a full-time basis are encouraged to take six (6) credit hours a semester, or less. During each summer session, graduate students may enroll in a maximum of six (6) credit hours for a total of twelve (12) credit hours during the summer.

### **Transfer Credit**

Graduate students may transfer in six to twelve credit hours (with a grade of B or better) of relevant graduate credit taken at an accredited institution with approval of the Program Director and the Graduate Dean according to the following sliding scale:

- 30-39 hours in the program--transfer up to 6 credit hours;
- 40-49 hours in the program--transfer up to 9 hours;
- 50+ hours in the program--transfer up to 12 hours.

It is the responsibility of the student to apply for approval of transfer credit. The form is available on the Graduate

School website. Along with this form, an official copy of the transcript reflecting the credit and a copy of the catalog description must be submitted for each course. The program director may require a copy of the course syllabus.

For pre-existing graduate credits, a student must submit the completed transfer credit request form to the School of Graduate Studies and Research within one calendar year of the first day of classes of the semester or summer session of the student's first enrollment in courses (including prerequisites) required for his/her graduate program. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. Transfer credit requests submitted after that deadline will not be processed.

If a student seeks to take graduate credit(s) at another institution for transfer to UNCP, s/he must obtain prior written approval for the credit from both the appropriate program director and the Dean of the School of Graduate Studies and Research. The completed transfer credit request form, signed to show the approval of the program director, must be submitted to the School of Graduate Studies and Research at least 30 calendar days prior to the first day of classes of the UNCP semester or summer session that corresponds most closely to the timeframe during which the course(s) will be taken at the other institution. Transfer credit requests submitted after that deadline will not be processed.

The transfer credit is subject to the five-year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) applied to all course work credited toward the master's degree, with the exception of reinstated credits sanctioned by the Graduate Appeals Committee (see "Lapsed Credit" and "Appeals" sections of this handbook).

### **Commencement**

A graduate student may participate in commencement exercises if he or she has met all the requirements for graduation. When commencement takes place before final grades are processed, a graduate student may participate in commencement unless the Graduate Office or Registrar has been notified that the student will not meet all degree requirements by the last day of exams.

A graduate student is eligible to participate in the commencement ceremony that coincides with the semester during which he or she will complete all degree requirements. Specifically, if a graduate student will complete degree requirements during the fall semester, he/she is eligible to participate in the Winter Commencement and likewise for the spring semester. If he/she will complete degree requirements during the summer (i.e., between the end of the spring semester and the beginning of the fall semester), he/she is eligible to participate in the following Winter Commencement.

If a graduate student elects to receive his/her diploma in absentia, he/she must submit to the Registrar one month prior to graduation a written request that indicates the address to which the diploma will be mailed. The diploma will be mailed after commencement.

### **Appeals for Graduate Students**

Graduate students may choose to file an appeal with The Graduate Appeals Committee (GAC), the "due process" body for all graduate students as designated by The Graduate Council. Appeals may be made for the following: Extension of time to Degree, Credit reinstatement and/or transfer credit after the deadline, Grade Appeal (see Grade Appeal regulations section) and to Apply for Readmission after Dismissal.

Appeal deadlines vary, but the student wishing to appeal a denial of continuation in a program should submit a written request for appeal to the Dean of the School of Graduate Studies and Research so that the appeal is postmarked or hand delivered to the Graduate School no later than 5:00 p.m. on the date that is thirty (30) calendar days after the date on which grades are due (as specified on the Registrar's academic calendar) for the relevant semester or summer session. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not postmarked or hand-delivered by the deadline specified in the denial letter, it will not be considered.

A former student who was dismissed for academic reasons and has not been enrolled in a graduate program at any institution of higher education for a period of four (4) semesters (excluding summers) may apply for readmission under the Special Readmission Regulation for Students Dismissed for Academic Reasons. Please read the information on this regulation.

The Graduate Appeals Committee meets in February, June, and October. Any appeal submitted by the deadline will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires.

The Graduate Appeals Committee is not bound by precedent; rather, it is required to consider every appeal on the basis of the individual merit of that particular case. The decision of the GAC will be final.

### **Grade Appeal**

The Graduate Appeals Committee (GAC) of the Graduate Council is the body which considers grade appeals from graduate students. There are two grounds for appealing a grade: (1) evidence of miscalculation, and (2) material deviation from information published in the course syllabus without adequate notice of the change.

Graduate students are required to attempt to resolve the grading issue with the course professor before filing an appeal. Students who are unable to resolve questions with the course professor have thirty (30) calendar days from the date on which grades are due (as specified on the Registrar's academic calendar) for the relevant semester or summer session to file an appeal. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. Students are responsible for submitting a written appeal and the required documentation to the Dean of the School of Graduate Studies and Research so that they are postmarked or hand-delivered no later than 5:00 p.m. on the deadline date. If a request for appeal is not postmarked or hand delivered by this deadline, it will not be considered. The decisions of the Graduate Appeals Committee are final and do not set precedent; each case is considered on its own merits.

### **Special Readmission Regulation**

A former UNCP student who was dismissed for academic reasons from the UNCP School of Graduate Studies and Research and has not been enrolled in a graduate program at any institution of higher education for a period of four (4) semesters (excluding summers) may apply for readmission under the Special Readmission Regulation of the Graduate School.

In order to qualify for the Special Readmission Regulation, a former student must obtain, to the degree possible, letters of support from the current program director, former advisor (if not the same person as program director), and at least one faculty member (not the same person as program director or advisor) who taught a graduate course taken by the former student. The former student also must complete a Graduate Appeals form, including an explanation of the circumstances of his/her dismissal from the Graduate School and should make the case for how he/she is prepared to be successful if readmitted.

Such appeals are considered by the Graduate Appeals Committee of the Graduate Council. The Council's decision will be final, and there is no opportunity for further appeal. Students may apply for readmission under this regulation only one time. Any readmitted student is subject to the regulations and procedures of the School of Graduate Studies and Research that are current at the time of readmission.

Any student readmitted to the same program under this regulation will return on provisional readmission status and must meet the provisions stipulated for her/his readmission by the Graduate Appeals Committee, upon recommendation of the program director. Included among those provisions will be the stipulation that the readmitted student must earn a 3.0 or higher each semester after being readmitted. Students who fall below a 3.0 in a semester will be dismissed from their programs of study and from the Graduate School. Graduate courses that are not part of the students' degree plan may not be taken in an attempt to raise the GPA.

If a former student wishes to apply to a different graduate program, he/she must first appeal to the Graduate Appeals

Committee under the Special Readmission Regulation. If the committee grants eligibility to apply for admission to a different program, the former student must then complete the regular admission process for the new program. Admission to the new program is not guaranteed; the normal admission process and procedures will be followed. Under this regulation, any student who ultimately is admitted to a different program will return on provisional admission status and must meet the provisions stipulated for their admission by the Dean of the School of Graduate Studies and Research, upon recommendation of the program director of the new program. Included among those provisions will be the stipulation that the student must earn a 3.0 or higher each semester after being admitted. Students who fall below a 3.0 in a semester will be dismissed from their programs of study and from the Graduate School.

### **Lapsed Credit (Reinstatement of Graduate Credit)**

In cases of documented merit and/or continuing professional experience within a given discipline, the Graduate Appeals Committee (GAC) may, at its discretion, entertain appeals cases for reinstatement of graduate credits earned more than five years ago (six years for Counseling and Social Work programs) at The University of North Carolina at Pembroke or another accredited institution of higher learning. This procedure is available for former graduate students seeking to return to graduate study.

The Graduate Appeals Committee is authorized by the Graduate Council to consider reinstatement of a maximum of nine (9) semester hours of lapsed academic graduate credit from The University of North Carolina at Pembroke and six (6) semester hours of lapsed credit from another institution. No reinstatement appeal may go to the GAC unless the appeal bears the signatures of the director of the student's graduate program and the chair and/or dean of the appropriate academic department. Graduate students seeking to file reinstatement appeals should contact the Dean of the School of Graduate Studies and Research to discuss the appropriate details of filing such appeals.

The Graduate Appeals Committee is the "due process" body for graduate students seeking to file reinstatement appeals. Such cases are considered on an individual, nonprecedent-setting basis, and they are evaluated and judged by the GAC on their own merit. The decisions of the GAC are final.

### **Repetition of Courses**

Certain graduate courses may be repeated for credit (e.g., thesis, professional paper or capstone study/project courses) and are identified in the course description in the program sections of the UNCP Catalog. Students in programs with repeatable courses must enroll in the repeatable course each semester and continue enrollment each semester during the regular academic year (fall, spring) until the paper or project is complete. If the student is defending the paper or project during this summer term, the student must register for the repeatable course during at least one summer term. Students should contact program directors for guidance regarding courses that must be repeated for credit and for clarification concerning credit hours if the credit hours listed for a repeatable course are variable.

Repetition of any graduate course other than those identified in course descriptions as repeatable is subject to the approval by the student's program director and the Graduate School Dean. Degree credit for repeated courses will be given only once. However, both the original grade and the grade received in the repetition will be recorded and used in calculating the overall GPA. Unless otherwise noted, a course can only be repeated one time. Students wishing to repeat a graduate course that is not repeatable for credit should complete a *Repeat a Graduate Course Request* form and submit it to the Graduate Office.

### **Student Academic Honor Code**

Standards of academic honor are enforced by the Graduate Council acting through the Dean of the School of Graduate Studies and Research. Graduate students are expected to adhere to all academic and conduct standards described in the UNC Pembroke Catalog and the Student Handbook. Students have the responsibility to know and observe the UNCP Academic Honor Code. A complete description of the Honor Code appears in The Student Handbook, the University General Catalog, and on the University website at: <http://www.uncp.edu/student-life/student-services/student-conduct/academic-honor-code>.

This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, abuse of academic materials and complicity in academic dishonesty. Any special requirements regarding academic honesty in graduate courses will be provided to students in writing at the beginning of the course(s), and are binding on the students. Academic evaluations in graduate courses include a judgment that the student's work is free from academic dishonesty of any type; grades in graduate courses therefore will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. Students are expected to report cases of academic dishonesty to the instructor. All requirements of the Honor Code will be strictly enforced. Students are responsible for knowing and observing the Honor Code; failure to learn it will not excuse anyone from its obligations.

Recognizing the appropriately more stringent requirements for remaining enrolled in a graduate program, penalties for graduate student infractions may differ from those specified for undergraduates. Convening bodies responsible for monitoring graduate students' academic integrity, ensuring due process for graduate students who are charged with academic honor code violations, and imposing sanctions for violations will be the responsibility of the Dean of the School of Graduate Studies and Research.

If the professor determines that a graduate student has presented or submitted work that violates standards of academic honesty, a range of penalties may be imposed. An "F" in the course may be appropriate at any point in a student's career. However, depending on the nature of both the assignment and the plagiarism, a professor may choose an alternative set of sanctions. The offending student might receive an "F" for the assignment and be required to complete the assignment, for no credit, to the satisfaction of the professor. A faculty member also may withdraw a student from a course at any point in the semester; in order to repeat the course, the student must obtain the approval of the Graduate Appeals Committee (see previous section).

For a second instance of plagiarism at any time during the student's graduate career, documentation of the first incident will become part of the evidence considered in establishing the penalty. If a student receives an "F" in a course due to regulation violations prior to the end of a semester, the student may receive credit for other courses for which he or she is concurrently registered; dismissal will become effective at the end of the semester in which the second offense occurs.

Documentation of all infractions will be placed in the student's folder in the Office of Graduate Studies and in the Office of Student Affairs and remain there until the degree is awarded.

### **Graduate Course Analysis**

Each semester graduate students are asked to provide feedback on the course(s) in which they are enrolled. Course analyses for graduate courses are conducted online. Students are sent a link to the course analysis form for each course of enrollment. Students' comments are treated professionally and summarized in aggregate form. Following the conclusion of the semester, the compiled comments for each course will be made available to the appropriate program director and the chair of the appropriate department. *Graduate Course Analyses process is different and separate from Student Evaluation of Instruction.*

### **Follow-Up Surveys**

Former graduate students may be invited to participate in focus groups and/or mailed survey forms to solicit their feedback on the program. Students' participation in the focus groups and/or their prompt, honest responses to our survey instruments will be greatly appreciated.

### **Campus-wide Instructional Resources**

A variety of instructional resources are available on campus to support students' academic studies. These are described in the following sections.

## **Mary Livermore Library**

The major function of the Mary Livermore library is to serve as an educational support unit for The University of North Carolina at Pembroke. The library currently houses approximately 300,000 catalogued volumes, over 13,000 subscriptions to print and electronic serials, and an abundance of electronic resources. The library also receives relevant US government documents and North Carolina State documents on a depository basis. The library also houses the University Archives. The staff offers students reference and information services, instruction in library use, in-depth consultation on research projects, data base searching, interlibrary loan, orientation tours, recreational reading materials, and copying facilities. The library has an online catalog and access to those of other UNC system libraries.

Hours of operation are posted in the library and online (<http://www.uncp.edu/library/about/hours.html>). The library is open for extended hours during final examinations.

## **Media Services**

Media Services are provided by the Division of Information Technology. Media Services provides a variety of audio and visual resources to the UNCP community. Additional information about the services can be found on its website ([http://www.uncp.edu/doit/media\\_services/](http://www.uncp.edu/doit/media_services/)).

## **Computer Facilities**

The University of North Carolina at Pembroke provides its students with numerous computer resources. Several classroom buildings and the Chavis University Center house computer laboratories, and additional computers are located in the Mary Livermore Library. Several laboratories are available for evening and weekend use.

## **Technology Expectations**

All graduate students enrolled at UNCP are required to establish and maintain a University network account and a BraveMail account. Information about setting up these accounts can be found on the Division of Information Technology website ([www.uncp.edu/doit/students](http://www.uncp.edu/doit/students)).

Although the University recognizes that most graduate students have professional or home e-mail accounts, IT IS ESSENTIAL THAT STUDENTS HAVE AND USE A UNCP E-MAIL ACCOUNT. This is the university's primary official means of communication with students. Students are responsible for information disseminated via e-mail, and they are expected to check their UNCP e-mail account regularly.

The School of Graduate Studies and Research maintains a website for the benefit of all graduate students and potential graduate students (<http://www.uncp.edu/grad>). Students should check this website regularly for updated information.

## **Campus Bookstore**

The UNCP Bookstore is located in the Auxiliary Services Building. Information about hours and services offered by the Bookstore can be found on its website ([www.uncp.edu/bookstore](http://www.uncp.edu/bookstore)).

## **Sources of Assistance**

A variety of support services are available to assist students. While students may be referred by their advisor to these support sources, the services described below are available to all students, and students are encouraged to seek assistance and utilize the services as needed.

## **Counseling and Psychological Services (CAPS)**

The Counseling and Psychological Services (CAPS) is located in Suite 243 of the James B. Chavis University Center, and its telephone number is 910-521-6202. The office is open Monday-Friday from 8:00 am-5:00 pm. Students may make appointments for counseling, but students with immediate concerns are seen on a walk-in basis when possible. Graduate students may call the center to make arrangements for an appointment after regular hours.

## **Career Center**

Located in Suite 210 of the Chavis University Center, the Career Center assists students and alumni with career

planning. The telephone number for the Career Center is 910-521-6270. For more information about the career planning and employment resources and/or events/workshops available through the Career Center, go to the Center's website ([www.uncp.edu/career](http://www.uncp.edu/career)).

### **Writing Center**

Located in Room 131 on the first floor of the Dial Humanities Building, the Writing Center assists both undergraduate and graduate students with improving their academic writing skills. The hours of operation are posted on the website (<http://www.uncp.edu/writing/>), and the Writing Center staff may be available by appointment at other times. To schedule an appointment, call 910-521-6546, or email [writing@uncp.edu](mailto:writing@uncp.edu).

### **Off-Campus Sites**

Information about off-campus courses offered at Sandhills Community College, Richmond Community College, or Fort Bragg is available at the Distance Education website (<http://www.uncp.edu/ced/>), or contact the appropriate Distance Education Site Coordinator.

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### **ADA Access Statement**

This publication is available in alternative formats upon request. Please contact Accessibility Resource Center (ARC), DF Lowry Building (910.521.6695).