HDFS GRADUATE STUDENT HANDBOOK for MASTER’S PROGRAMS

Department of Human Development and Family Science
College of Health and Human Performance
RW 112-A Rivers Building
East Carolina University
Greenville, NC 27858

Phone: 252-328-4273
Fax: 252-328-4276
Email: HDFS@ecu.edu
www.ecu.edu/HHP/HDFS

2017-2018

Prepared by:
Dr. Sharon M. Ballard, Department Chair
Dr. Alan C Taylor, Director of HDFS Graduate Programs
Dr. Sandra Lookabaugh, HDFS MS Program Coordinator
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Introduction

The Graduate Faculty of the Department of Human Development and Family Science in the College of Health and Human Performance has developed the policies and procedures found in this Handbook. The Handbook serves two major purposes: (1) it supplements information contained in the ECU Graduate Catalogue and other University documents relevant to graduate study; (2) it clearly defines the contributions that graduate students can expect the Department, College, and University to make to their graduate programs.

The responsibilities accepted by the Department, College, and the University to facilitate graduate students’ programs include:
- regularly offering graduate courses,
- providing graduate faculty with necessary skills to serve effectively as graduate advisors, including directing research projects and supervising internship experiences,
- ensuring adequate library and computer resources and staff, and
- offering opportunities for student growth through a variety of experiences.

Graduate students’ responsibilities are:
1. developing clear purposes for their degrees,
2. committing to their programs through completion of a research project/thesis and/or internship,
3. specifying time plans for their degrees, and
4. careful, consistent planning and progression with advisors and committees.

Students will find the Checklist in Appendix A and the Academic Calendar found on the ECU website helpful for the planning and progression process.

The graduate faculty of the Department of Human Development and Family Science invite students to join them in the challenging and rewarding experiences of graduate study.

Graduate Study in the Department of Human Development & Family Science

The department offers four graduate degree programs:
1. the Master of Science (MS) degree in Human Development and Family Science (MS in HDFS)
2. the Master of Science (MS) degree in Marriage and Family Therapy (MS in MFT)
3. the Master of Arts in Education (MAEd) degree in Birth through Kindergarten (MAEd in BK)
4. the Doctor of Philosophy (PhD) degree in Medical Family Therapy (PhD in MedFT).

These degrees prepare students for professional roles in the disciplines and for advanced studies in doctoral programs.
Purposes of the Graduate Program

- To provide opportunities through courses, research, and practicum experiences for students to gain rigorous preparation in the latest research, trends, and issues in the child and family discipline.
- To enable students to gain the competencies to utilize evaluation and research results in career experiences.
- To introduce students to the process of research and its contribution of new knowledge to society.
- To enable students to apply theoretical, philosophical, and research data to professional practice.

Through constantly evolving and changing graduate courses and experiences of research and internship, the department recognizes the changing world that it serves. Furthermore, the department seeks to instill in its students a commitment to flexibility and open-mindedness, and to provide opportunities for service through problem solving.

Graduate Faculty

The Graduate Faculty consists of those faculty members in the Department of Human Development and Family Science whose education and experience qualify them for membership on the basis of criteria established by the East Carolina University Graduate Council (see Appendix B for a list of the Graduate Faculty).

Facilities

The Department of Human Development and Family Science is one of six units within the College of Health and Human Performance. Its main office is located in the Rivers Building that was built in 1968. All department faculty members have offices in this building except faculty members who have offices in the Redditt House located on East 10th Street. Facilities in the Rivers Building include: lecture rooms, conference rooms, a child development center with four preschool classrooms and two observation rooms, two research rooms, and a teaching laboratory for the teacher education programs.

The Department of Human Development and Family Science operates an inclusive Child Development Center that serves typically and atypically developing infants, toddlers, and preschoolers of early education and care. The children enrolled in the programs represent a diverse range of family backgrounds and cultures. This lab provides graduate students with an opportunity for teaching, research, and other supervised experiences in a variety of roles ranging from child care administration to master teacher. In addition, the department operates the ECU Family Therapy Clinic that provides a wide-variety of therapeutic services to families, couples, and individuals while serving as a training site for students in the master's degree program in marriage and family therapy. Other resources are available for students' research and study. For example, the ECU CDSA provides opportunities for assessment and evaluation of young exceptional children and their families; the Children’s’ Hospital of Pitt County Memorial Hospital and other selected hospitals throughout the United States provide settings for child life internships; and students have opportunities throughout the region.
for internships in early intervention programs and other specialized programs for children and families with special needs.

Identification Numbers and E-mail

Upon admission to the University, students are assigned an **ECU/Banner identification number (B00########)**, which is used to access Pirate Port and register for classes, and a Pirate ID which is used for the ECU e-mail system. Students should use their ECU e-mail accounts for all academic matters and Check their ECU e-mail accounts at least once a day as that is how all communication from ECU will be delivered.

Admission and Retention

Requirements for admission to the ECU graduate school are found in **Section Two** of the **Graduate Catalog**. Information about academic regulations and retention as well as other important information such as the requirement for continuous enrollment is provided in **Section Four** of the **Graduate Catalog**. Students should be familiar with this information and any requirements contained therein. Students must maintain good academic standing in order to remain in any of the Human Development and Family Science graduate programs.

Financial Aid and Scholarships

Information on financial assistance is contained in **Section Three** of the **Graduate Catalog**. Financial assistance is available to qualified graduate students from several sources: fellowships and scholarships, assistantships, education loans, university scholars’ awards, and part-time employment.

Fellowships and Scholarships

The Department, College, and University offer a limited number of fellowships and scholarships for graduate study. Among those offered through the department and the College of Health and Human Performance are:

- Bloxton Strawn Endowment Scholarship
- Human Development and Family Science Alumni Scholarship
- College of Health and Human Performance Endowment Graduate Scholarship
- College of Health and Human Performance Faculty Scholarship
- Gravely Foundation Scholarship
- Marriage and Family Therapy Alumni Scholarship
- Nash Love Human Development and Family Science Scholarship

Information and applications will be sent out regularly to graduate students via e-mail or posted on the HHP and HDFS websites. We strongly suggest checking the ECU Graduate School Homepage for various scholarships that might regularly be posted on that site as well. Applications deadlines are typically set for the beginning of each Spring semester.
Graduate Assistantships
The department has a limited number of competitive graduate assistantships funded through the Graduate School and other external funding. Assistantships are subject to availability of state funds and grants. Assistantships are assigned based on departmental need and may be awarded for research, teaching, and clinic or lab assistants. Research assistantships are also awarded to students who assist faculty with externally funded research and other projects. Applications are due in the spring for the following academic year. Information for applications and policies regarding graduate assistantships may also be obtained from the Department Office, Rivers 108. Assistantships are only available for full-time students.

Appointments for assistantships are normally made for one academic year (not including the summer) with a review of performance each semester. Reappointment is based on satisfactory progress in the academic program, satisfactory performance as a graduate assistant, and availability of funds. Students may not receive an assistantship for more than five semesters (excluding summers).

Loans and Grants
Long-term loans are available to qualified graduate students. Information pertaining to the application process may be obtained from the Office of Financial Aid. To find out more about financial aid, visit ECU’s financial aid office at http://www.ecu.edu/financial/.

Part-time Employment
Qualified students are considered for part-time employment under the University Work-study Program. The university offers a limited number of part-time jobs to graduate students under its University Employment Program. Information pertaining to the application process may be obtained from the University Student Financial Aid Office. Students and their spouses may obtain part-time employment in the surrounding area. Qualified students may also teach undergraduate classes or serve as lab assistants.
Graduate Student Organizations

Students are encouraged to join one of the department’s student organizations in order to enhance their graduate school experience. The department offers the following four organizations:

A. **Early Childhood Education Student Organization.** ECU’s ECE student organization offers interdisciplinary opportunities for its student members to provide community service, to participate in professional development through speakers, workshops, and conferences, and to network with others working in the field of early childhood education.

B. **Child Life Student Association.** The ECU chapter brings together both undergraduate and graduate students who major or specialize in child life Performance. Students participate in professional development through speakers, visits to selected hospital child life programs, and volunteer work in those settings.

C. **Council on Family Relations.** The ECU chapter is a student affiliate of the National Council on Family Relations. CFR is open to both undergraduate and graduate students who are interested in promoting the development of families. Students pursue professional opportunities as well as provide volunteer services to community agencies.

Research Skills and Comprehensive Assessments

All graduate programs require students to successfully complete a research skills component and a comprehensive assessment. The assessment may include a comprehensive examination (written and/or oral), a research project, thesis, capstone course, portfolio, and/or equivalent. The specific requirements may be found in descriptions of degree programs in Section 8, Curricula, of the Graduate Catalog.
Graduate Advisors

Upon admission to a program area, students are assigned a temporary advisor (either Dr. Taylor or Dr. Lookabaugh). The student should contact the temporary advisor for
1. orientation to the specific program area chosen by the student.
2. assessment of the student’s goals and objectives for graduate study.
3. assistance with initial enrollment.
4. information about choosing a Graduate Committee Chair as appropriate for the program area.

Depending on requirements of the student’s program area, the student chooses a Graduate Committee Chair/Advisor who will serve as academic advisor, graduate committee chair, thesis director, research project director, etc. as needed/appropriate. This Chair/Advisor will be referred to as the Graduate Committee Chair. The student must notify the Director of Graduate Studies (Dr. Alan Taylor at tayloral@ecu.edu) in writing whom he or she chooses as a Graduate Committee Chair by the end of nine semester hours of study.

Graduate Committee Chairs-- do the following:
1. Review student’s program plan to make sure all requirements are included.
2. Direct thesis or professional project as graduate committee chair.
3. Help student select committee members for research guidance.
4. Supervise oral defense of thesis or research project.
5. Help student prepare for comprehensive examination.
6. Maintain program check sheet and complete graduation summary with student before student applies for graduation prior to the beginning of the student’s last semester (Appendix E, Graduate Summary Sheet).
7. Forward all required forms to Graduate School.
8. Encourage student to complete all requirements in allotted time framework.
13. Encourage student to submit research results for publication and/or presentation.

Graduate Committee

The student’s graduate committee will be composed of at least three members with graduate faculty status: a committee chair (your permanent graduate advisor) and two additional committee members. A thesis or project committee must consist of at least two members from the Department of Human Development and Family Science and one member from either within or outside the Department. The student’s graduate committee facilitates the thesis/research process. The committee clears the student for graduation and provides guidance as needed.

Procedures for selecting the graduate committee are enumerated below:

- The student is strongly encouraged to meet with each HDFS graduate faculty member to assess a match of research interests. The student then invites the selected faculty member to serve as his/her Graduate Committee Chair (graduate committee chair). If the faculty member agrees, the student then notifies the Director of Graduate Studies in writing. This should occur by the end of the first semester (nine semester hours).
• The student meets with their graduate committee chair and together they generate a list of potential committee members.

• The student personally contacts each graduate committee candidate. After obtaining a verbal commitment to serve, the student completes a form containing the signatures of each committee member (See Appendix D, Form 1). A copy of the form is given to the graduate committee chair, each committee member, and a copy is placed in the student’s file.

• When a faculty member decides that it is no longer possible to serve on a student’s committee, the faculty member will discuss the decision with the student, his/her graduate committee chair and inform the Director of Graduate Studies in writing of the decision.

• For a student to change membership of the graduate committee, the graduate committee chair and student will agree to the change and identify a replacement. A written memo indicating the change will be placed in the student’s file.

• A completed form containing final graduate committee membership should be in the student’s file prior to their proposal defense.

**Change of Graduate Committee Chair**

For a student to change their graduate committee chair, the student must request the change in writing and indicate: (1) the reason for the change, (2) the time it is to take effect, and (3) an up-to-date program check sheet and, when applicable, a progress report on the thesis. The request should be submitted to the Director of Graduate Studies for consideration and action. The Director will notify the student and graduate committee chair of the decision.

When a faculty member decides it is no longer possible to serve as a graduate committee chair for a student, the faculty member must request the change in writing to the Director of Graduate Studies and indicate: (1) the reason for the change, (2) the time it is to take effect, and (3) an updated program check sheet and/or progress report on the thesis. It will be the responsibility of the faculty member to notify the student and committee when a change has been made.
**MS in Human Development and Family Science**

The first graduate program in the department (MS in HDFS) was established in 1971, and it continues to attract students whose career goals are in child and family services. With a background in Human Development and Family Science, students are able to fill a variety of professional roles in the administration of programs serving children, families, and older adults; in teaching young children; and in specialized clinical roles in child-life, early intervention, developmental evaluation, family therapy, and other mental health and social service programs.

The Master of Science degree in Human Development and Family Science requires a minimum of 36 semester hours. Students may choose one of two options:

- **A thesis option**, which includes the building of research skills and the completion of independent research (36 semester hours).

- **A non-thesis/professional project option**, which includes an advanced research review/study in the student’s specialization or area of interest (36 semester hours).

Each of the above options require: 12 semester hours of core courses, 12 semester hours of specialization courses, 6 semester hours of research skill courses, and either 3 semester hours of research review or 3 semester hours of thesis. A program check sheet listing the requirements which can be used for program planning and progress is found in Appendix C. Students lacking in practical work and professional experience may choose to complete a practicum or internship in the area of specialization.

**Required and Specialization Courses**

Human Development and Family Science courses that are required to complete the degree program are offered at least once each academic year. Elective courses and summer offerings that can be used for the student’s specialization are offered on a rotating basis according to demand and/or availability of faculty. The current sequence for offering HDFS courses is found below.

**HDFS – TWO YEAR PLAN 2016-2018**

**Fall 2016**
- HDFS 5004 First Year Seminar
- HDFS 6401 Family Theories and Issues
- HDFS 6402 Theories of Child Development
- HDFS 7400 Research Methods in Child /Family Studies
- HDFS 7000 Thesis Credit
- HDFS 7900 Advanced Topics/Professional Paper
- HDFS 7309 Contemporary Issues in Early Interventions and Children’s Health ELECTIVE
- HDFS 6300 Critical Issues in Sexuality, Gender Roles and Families ELECTIVE
- HDFS 6407 Family Systems Theories (MFT) ELECTIVE
- HDFS 6423 Parent Education ELECTIVE
- HDFS 6500/6310 Child Life Practicum ELECTIVE
- HDFS 6950 Practicum in Human Development and Family Science ELECTIVE
- HDFS 6985 Child Life Internship ELECTIVE
Spring 2017
HDFS 6404 Human Development within the Family Part 1
HDFS 6512 Family Risk and Resiliency
HDFS 7007 Statistics in Child/Family Studies
HDFS 7000 Thesis
HDFS 7900 Advanced Topics/Professional Paper
HDFS 6303 Critical Issues in Family and Cultural Diversity ELECTIVE
HDFS 6500 University Teaching ELECTIVE
HDFS 6500/6213 Hospitalized Child ELECTIVE
HDFS 6500/6310 Child Life Practicum ELECTIVE
HDFS 6950 Practicum in Human Development and Family Science ELECTIVE
HDFS 6985 Child Life Internship ELECTIVE

Summer 1, Summer 2 or 11-week 2017
HDFS 6100 Study Abroad ELECTIVE
HDFS 6500/6310 Child Life Practicum ELECTIVE
HDFS 6950 Practicum in Human Development and Family Science ELECTIVE
HDFS 6985 Child Life Internship ELECTIVE

Fall 2017
HDFS 5004 First Year Seminar
HDFS 6401 Family Theories and Issues
HDFS 6402 Theories of Child Development
HDFS 6406 Human Development within the Family Part 2
HDFS 7400 Research Methods in Child/Family Studies
HDFS 7000 Thesis Credit
HDFS 7900 Advanced Topics/Professional Paper
HDFS 6022 Perspectives in Death and Dying ELECTIVE
HDFS 6300 Critical Issues in Sexuality, Gender Roles and Families ELECTIVE
HDFS 6407 Family Systems Theories (MFT) ELECTIVE
HDFS 6420 Program Planning and Evaluation ELECTIVE OR PART OF Professional Project Req.
HDFS 6423 Parent Education ELECTIVE
HDFS 6500/6310 Child Life Practicum ELECTIVE
HDFS 6950 Practicum in Human Development and Family Science ELECTIVE
HDFS 6985 Child Life Internship ELECTIVE

Spring 2018
HDFS 6404 Human Development within the Family Part 1
HDFS 6423 Parent Education ELECTIVE
HDFS 6500 University Teaching ELECTIVE
HDFS 6512 Family Risk and Resiliency
HDFS 7007 Statistics in Child/Family Studies
HDFS 7000 Thesis
HDFS 7900 Advanced Topics/Professional Paper
HDFS 6500/6213 Hospitalized Child ELECTIVE
HDFS 6500/6310 Child Life Practicum ELECTIVE
HDFS 6985 Child Life Internship ELECTIVE

Summer 1, Summer 2 or 11-week 2017
HDFS 6100 Study Abroad ELECTIVE
HDFS 6500/6310 Child Life Practicum ELECTIVE
HDFS 6985 Child Life Internship ELECTIVE
Special Permission Courses
Special topics (HDFS 5004, 5005, 5006) and independent study courses (HDFS 6500, 6501, 6502), Advanced Special Topics in Human Development and Family Science (HDFS 7900) and seminar courses (HDFS 6418, 6419) may be utilized on a limited basis by a student whose needs cannot be met through regular classroom or internship options available to the student. Requirements and procedures are as follows:

The student must obtain written permission from the instructor who will supervise the course, during the first two weeks of the semester prior to taking a special permission course.

The instructor of the course will complete and submit the request for an independent or group study course form to the department chair which includes: the course number, section, credit hours, title (a special title indicating the content of the course may be used), time and days class meets, building, room, and instructor.

Upon approval of the chairperson, the course will be entered into the computer listing of the courses to be offered the following semester.

A meeting should be scheduled between instructor and student prior to the beginning of the course to set up objectives and experiences. A written contract will be developed outlining the exact requirements of the course with deadlines. Contact should be maintained as appropriate throughout the term to check progress and revise objectives as needed.

The instructor will make a final evaluation and assign a grade at the end of the term.

Teaching opportunities may be available to students who have completed 18 semester hours of graduate study in the content area and have taken CDFR 6500 University Teaching. Students may receive course credit for independently teaching introductory undergraduate courses (1000 and 2000 levels) under the supervision of a graduate faculty member with approval of the graduate advisor and Department Chairperson.

Comprehensive Examinations Part I
All HDFS graduate student will take an objective comprehensive examination at the completion of the core courses (HDFS 6401, 6402, Statistics (HDFS 7007), and research methods (HDFS 7400). The objective comprehensive examination is testing for minimum competencies in content areas from the courses listed above. Part I of the objective comprehensive examination will contain four sections (each section corresponds to the core courses listed above). Students will be allowed 2½ hours to complete all four sections. Students must obtain a minimum of 70% on each of the four sections to progress to their internship/written comprehensive examination or thesis.

If a student fails to achieve an acceptable score on 1-2 sections of the examination, the student will be required:
- To meet with the instructor(s) of the course(s) corresponding to the examination section(s) that were deficient.
• Retake the section(s) that were deficient the following June.

If a student fails to achieve an acceptable score on more than 2 sections of the examination, the student will be required to:
• To meet with the instructors of the courses corresponding to the examination sections that were deficient.
• Retake ALL sections of the objective comprehensive examination the following June.

In addition to the objective comprehensive examination, students will also complete a written component of the comprehensive examination. The written component will be administered on the same day as the objective component. The written component will be used to assess students’ ability to read conceptual / theoretical articles and write a well-organized, concise integration paper.

If a student fails any section of the objective comprehensive examination a second time, the HDFS program faculty reserve the right to dismiss the student from the program. Students will not be allowed to enroll in/take thesis or project credits nor officially work on their thesis/projects until they have successfully passed all sections of their comprehensive exams.

Comprehensive exams will be offered the following times:
  First or second week of May
  Third or fourth week of June
  The First Week of December (part-time students)

If a student fails to attend the scheduled exam time, the student will be required to wait until the next upcoming exam date and will not be able to work on thesis/project

Comprehensive Examinations Part II
Following successful completion of the objective comprehensive exam, students may proceed to completion of Part II of the graduate comprehensive exam. Part II involves completion of a: 1) Thesis or 2) Professional Project. Student must enroll in in both HDFS 7900 (Advanced Special Topics in HDFS) and HDFS 6420 (Program Planning and Evaluation in HDFS) for the professional project (non-thesis option) or in 6 credits of HDFS 7000 (Thesis) in order to complete this requirement.
Policies relating to comprehensive examinations that are unique to the two specific options are as follows:

- The thesis option requires a qualifying examination consisting of a written thesis proposal, which has preliminary approval of the student’s committee. Final proposal approval and approval to proceed with the thesis option will be granted by the committee upon successful completion of an oral defense. Upon completion of the thesis, the student must successfully defend the thesis through a final oral defense. The student must schedule the defense allowing ample time to meet the Graduate School deadlines. Forms for the completion of the thesis option are included in Appendix D. See section on “Thesis Guidelines” for more information about completing a thesis.

- The non-thesis option requires a written professional project to be followed with a final oral defense. The format and questions for the professional project are to be approved by the student’s committee but will include literature review, application of theory, practical application, and research/evaluation methods. (See Appendix D Form 6). It is the student’s responsibility to arrange a meeting with the committee chair early in the semester to discuss the professional project details and format. A Project Defense meeting must be held at which the student will present his/her written project proposal to his/her graduate committee for approval.

Internships
Students specializing in child life must complete internships and/or practicums in order to qualify for their Child Life Certification. This should be accomplished by continual consultation with the child life faculty.

In the semester prior to registering for the internship, the student must:
- Obtain student liability insurance (information is available in the Department Office, Rivers 108).
- Consult with the instructor responsible for the internship course about placements.
- Inform the instructor of his/her program goals.
- Seek out internships that meet the aspirations and goals of his/her program. Review approved internship sites in which the department already has contracts. If interested in a site not on the internship list, inform your internship supervisor or adviser the location of the placement. Allow at least 6-weeks for a contract to be developed and approved by the department, the attorneys, and the agency (up to 2-3-months if the new site is out of the state or country). All contract work must be approved before starting an internship. Under no circumstance will a student be allowed to begin an internship without proof of liability insurance and a signed agency or hospital contract. At this time, students may not complete internships in Alabama, Ohio, Minnesota, Massachusetts, and Maryland.
THESIS GUIDELINES

Master’s degree programs in HDFS allow students to choose a thesis or non-thesis option. For those who choose to do a thesis, the following information on preparation and completion of the thesis is supplemental to the regulations discussed in Section 4 (Academic Regulations) of the Graduate Catalog. Students must conform to these regulations as well as those described below by the Department of Human Development and Family Science. All students should check the Graduate School website often throughout the process of writing the thesis. All theses must align with graduate school and electronic submission requirements.

Proposal
After discussing a thesis topic with his/her graduate committee chair (variously referred to as the Graduate Committee Chair, thesis director, or major professor) and committee members, the student will complete a thesis proposal. Students may follow either the traditional thesis option or the manuscript option. Both options require a full literature review.

Thesis students in the master’s program must convene their graduate committee to present a Preliminary Thesis Proposal. Students should schedule this meeting only after their committee chair has approved the direction of their thesis research. They may schedule this meeting at any point after the Program of Study has been filed and their committee has been approved.

Traditional Thesis Proposal
A traditional thesis consists of the following chapters:
   CHAPTER 1: INTRODUCTION
   CHAPTER 2: REVIEW OF LITERATURE
   CHAPTER 3: METHODS
   CHAPTER 4: RESULTS
   CHAPTER 5: DISCUSSION
     Implications
     Limitations
     Future Research
     Conclusion
   REFERENCES
   APPENDIX A:

The first three chapters comprise the THESIS PROPOSAL; however, the methodology chapter will be revised after the study has been completed prior to the thesis defense.

Thesis Proposal for Manuscript Option

If using the manuscript option, students’ proposals should adhere to the following format:

   CHAPTER 1: INTRODUCTION
   CHAPTER 2: REVIEW OF LITERATURE
   CHAPTER 3: METHODS
CHAPTER 4: REFERENCES
CHAPTER 5: (The Title of your Manuscript)
  BACKGROUND (Introduction and Review of Literature)
  PURPOSE OF STUDY
  METHODOLOGY
    Participants
    Procedures
    Instruments or Measures
    Analysis
  RESULTS
  DISCUSSION (Full In-depth)
    Discussion/Implications
    Future Research
    Limitations
    Conclusion
  REFERENCES
APPENDIX A:
  (All tables for manuscript must be imbedded into manuscript - not placed in appendices)

To reach this stage of completion, students must work closely with the chair of their graduate committee. Students should anticipate a number of rewrites as their understanding evolves and their writing is refined. APA format is required.

Format
The thesis will comply with the requirements specified in the *ECU Manual of Basic Requirements for Theses and Dissertations*, which is published by the Graduate School and available in the student stores on campus and on the Graduate School website. The Department uses the *Publication Manual of the American Psychological Association* (APA) (latest edition) for construction of table and figures, citation of references, listing of references, section headings, and subheadings. Review all formatting guidelines required by the Graduate School prior to the final submission to the HDFS Director of Graduate Studies.

Data Collection
Students may NOT collect data until they have: (1) successfully defended their thesis proposal and received written approval form their thesis committee, (2) submitted the completed Thesis/Dissertation Approval Form with appropriate signatures to the Graduate School (Appendix D Form 3), and (3) received approval of any research involving human subjects by the Office of Human Research Integrity (OHRI) Institutional Review Board (IRB), a copy of which must be included in the appendices of the final thesis. Finally, a copy of the IRB Approval Notification must be submitted the HDFS Department offices PRIOR to collecting data. This approval form will be included in the student’s file.

Proposal Defense
The student will present and defend the thesis proposal to his/her thesis graduate committee. After successfully defending the proposal and receiving approval from the graduate committee, the student, the graduate committee chair, and committee
members will sign the Thesis Proposal Defense Form (Appendix D, Form 4). This signed approval form should be placed into the student’s file. The form serves as a contract between the student and the Department for completion of the research project as approved by the student’s committee. The student’s committee must approve any significant changes in the research project procedures beyond that which was approved during the thesis proposal meeting.

**Research Clearance**
Each thesis proposal that indicates use of human subjects in any way (i.e., interviews, surveys, questionnaires, or experimentation) must be submitted along with a completed “Research Involving Human Subjects” form to the student’s graduate committee for approval. The Office of Human Research Integrity (OHRI) Institutional Review Board (IRB) approval must be obtained prior to collection of data. The IRB form can be accessed at [www.ecu.edu/irb](http://www.ecu.edu/irb). For additional guidelines and operating procedures visit the website provided above. In research using human subjects, an informed consent form will be drafted, approved, and accompany the submission of the Research Involving Human Subjects form. The Department Chair must approve all research clearance forms. Allow a week for departmental review.

**Thesis Guidelines for the Manuscript Option**
Once the proposal and OHRI-IRB form have been approved, the student may begin collecting data.
All manuscript option theses should consist of at least the following materials:

- An abstract for the thesis
- A brief introduction for thesis
- One manuscript of no more than 30 pages in length
  - the manuscript must be a research-based journal article including tables or figures (if needed) and references in APA format
- Appendices including
  - the thesis proposal
  - the Research Involving Human Subjects form confirming OHRI-IRB approval
  - the measures used in the study
  - additional statistical analyses that were not included in the research manuscript
  - full literature review
  - full reference list

**Thesis Defense**
When the thesis has been completed to the satisfaction of all committee members, the student and graduate committee chair will set a date that is acceptable to the student and all members of the committee for oral defense of the thesis. Copies of the thesis, in final format, must be presented to the graduate committee chair and all members of the examining committee at least one week prior to the date on which the examining committee will conduct the oral examination of the student’s defense of the thesis. A student may attempt to defend the thesis no more than twice.

**Timeline for Thesis Proposal and Final Defense**
It is essential that students follow this timetable to ensure meeting degree requirements in the time specified for graduation:
Prior to Proposal:
- Submit thesis proposal to committee members **two weeks prior to defense**.
- Schedule a time and place for the proposal defense to be held with the graduate committee.

Upon Approval of Proposal by Thesis Committee:
- Submit OHRI (IRB) form using the epirate system as soon as possible after proposal has been approved. Depending upon the nature of the study, it may be as much as **3-4 weeks** before approval is granted. Students may not collect data until they have this approval.

Prior to Thesis Defense:
- Distribute final copies to graduate committee **two weeks prior to defense** - then inform the Director to Graduate Studies of your defense time and date.
- Schedule a time and place for the thesis defense to be held with the graduate committee.

At the Thesis Defense:
- With consultation with your committee chair, prepare a 15-20 minute presentation of your thesis. Remember that your committee members will have already read your submitted thesis. Therefore, your presentation should be a summary of your thesis experience.
- Your committee will then ask you specific questions about your thesis. Questions might revolve around the execution of your research methods, your results and what they mean, various connections to theory, and future directions that might come from your results. This portion of your defense is considered the second half of your comprehensive exam – Part II.
- After all questions have been asked, your Graduate Committee Chair will ask you and any other students, faculty or guests to leave the conference room, leaving your graduate committee members to discuss your recently presented thesis and the answers your gave during the defense. A decision will be made by your committee as to whether you have successfully completed the thesis and if any additional work or revisions will be needed prior to giving final approval for your thesis.
- Your Chair will invite you back into the room and present to you the committee’s decision and discuss any revisions that might need to be completed. There are three decisions that could be presented:
  1. Successful Defense without Revisions,
  2. Successful Defense with Minor or Major Revisions
  3. Unsuccessful Defense – Major revisions will be required and the committee will need to reconvene for another Defense.
- Upon successful completion of your Thesis Defense, your Graduate Committee members will sign the Thesis Defense Form. If revisions are requested, the Chair should withhold his/her signature until all revisions are made and the project has been successfully completed. The signed Thesis Defense Form must be submitted to the HDFS Department for your file.

After Successful Defense of the Thesis and Final Changes from the Committee:
- The thesis is delivered to the Director of Graduate Studies for departmental review and approval **at least two weeks PRIOR to the deadline** for submitting the thesis to the Graduate School. **The Graduate School deadline for**
submitting the approved thesis is no later than 10 days prior to the last day of classes during the intended semester of graduation.

- Upon approval of the Graduate Studies Director, the student must submit the approved thesis and the Thesis Signature Page electronically via the electronic submission site (Vereo) according to directions found on the Graduate School website. *It must be submitted no later than ten days prior to the last day of classes of the student’s intended semester of graduation.*

**IMPORTANT – You must be enrolled for a minimum of one credit the semester you plan to graduate- so plan accordingly.**

Prior to or at the time of electronic submission, the student must complete and sign the ECU ETD Non-Exclusive Distribution Agreement granting ECU a limited, nonexclusive, royalty-free, license to reproduce the thesis or dissertation in electronic form and make available to the general public at no charge, subject to the embargo choice/publishing restrictions of the student. The committee chair’s signature is also required on this agreement form. This form must be uploaded onto the Vereo site along with the original copy of the signature page bearing signatures of committee chair, department chair and/or dean of the school. Once revisions requested by the Graduate School are completed by the student and the final document is approved by the dean of the Graduate School, the Graduate School will notify the registrar and the department of completion. Upon verification of student’s graduation, the Graduate School will submit the final approved document to ProQuest and Joyner Library Institutional Repository.

**Professional Project Guidelines**

**Proposal Defense**

After discussing a project topic with his/her graduate committee chair and committee members, the student will write a professional project proposal (See Appendix D, Form 6 – Parts 1-5). The student will present and defend the written project proposal to his/her thesis graduate committee. After successfully defending the proposal and receiving approval from the graduate committee, the student, the graduate committee chair, and committee members will sign the Project Proposal Defense Form (Appendix D, Form 4). This signed approval form should be placed into the student’s file. The form serves as a contract between the student and the Department for completion of the professional project as approved by the student’s committee. The student’s committee must approve any significant changes in the project procedures beyond that which was approved during the thesis proposal meeting.

**Timeline for Professional Project Proposal and Final Project Defense**

It is essential that students follow this timetable to ensure meeting degree requirements in the time specified for graduation:

**Prior to Proposal:**

- Enroll in and successfully pass HDFS 6420 (Program Planning and Evaluation in HDFS)
- Submit project proposal to committee members **two weeks prior to defense.**
- Schedule a time and place for the proposal defense to be held with the graduate committee.

**Upon Approval of Proposal by your Graduate Committee:**

- Submit OHRI (IRB) form using the epirate system as soon as possible after the proposal has been defended and approved. Depending upon the nature of the
project, it may be as much as **3-4 weeks** before approval is granted. Students may not collect data or work with human subjects until they have this approval.

**Prior to Project Defense:**
- Distribute copy for final written project to graduate committee **two weeks prior to defense** - then inform the Director to Graduate Studies of your defense time and date.
- Schedule a time and place for the project defense to be held with the graduate committee.

**At the Project Defense:**
- Prepare a 15-20 minute presentation of your project. Remember that your committee members will have already read your full project manuscript (See Appendix D, Form 6); therefore, your presentation should be a summary of your experience.
- Your committee will ask you specific questions about your project. Questions might revolve around the execution of your plans, your findings, various connections to theory, and future directions that might come from your project. This portion of your defense is considered the second half of your comprehensive exam – Part II.
- After all questions have been asked, your Graduate Committee Chair will ask you and any other students, faculty or guests to leave the conference room, leaving your graduate committee members to discuss your recently presented project and the answers your gave during the defense. A decision will be made by your committee as to whether you have successfully completed the project and if any additional work or revisions are needed prior to giving final approval for your project defense.
- Your Chair will invite you back into the room and present to you the committee’s decision and discuss any revisions that might need to be completed. There are three decisions that could be presented:
  1. Successful Defense without any revisions
  2. Successful Defense with minor revisions
  3. Unsuccessful Defense – Major revisions will be required and the committee will need to reconvene for another Defense.
- Upon successful completion of your Project Defense, your Graduate Committee members will sign the Project Defense Form (Appendix D, Form 5). If revisions are requested, the Chair should withhold his/her signature until all revisions are made and the project has been successfully completed. The signed original Project Defense Form and a final copy of the project must be submitted to Susan Congleton in the HDFS office.

**IMPORTANT – You must be enrolled for a minimum of one credit the semester you plan to graduate- so plan accordingly.**

**Grades**

Students registered for thesis receive a grade of "S" (satisfactory progress) or "U" (unsatisfactory progress) until the thesis is completed. Upon successful completion of the thesis, a grade of "R" (replacement) replaces the “S.” Grades in thesis courses are not included in the cumulative grade point average.
Graduate students who have previously registered for all credits in a graduate degree program but who 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 summer. If student finishes in the summer, they do not need to register for credit hours if he/she was registered for the prior spring semester. Most faculty are not under contract to work during the summer; consequently, thesis/project defenses during the summer should be avoided and must be scheduled only in consultation with the student’s full committee.

**Graduation and HHP Recognition**

Application for graduation must be made on a form provided by the Office of the Registrar at least one semester prior to completing the requirements of the degree as stated by the **Graduate Catalog**. Students should consult their departmental advisor and their own on-line Degree Works page to review the fulfillment of all program requirements. Additional information about graduation can be found on the Graduate School website [http://www.ecu.edu/gradschool/](http://www.ecu.edu/gradschool/). **IMPORTANT – You must be enrolled for a minimum of one credit the semester you plan to graduate- so plan accordingly.**

The College of Health and Human Performance Graduate Recognition ceremony is held each fall and spring semester. Graduate students are hooded by a department representative. Students must register for participation through the Advising Center, 140 Rivers. Information about procedures can be found on the HHP webpage.

Students are encouraged to participate in the ECU graduation ceremony. Information about graduation activities can be found on ECU’s website as well as throughout campus.

**Publications and Presentations of Student Research/Creative Activities**

Students are strongly encouraged to submit abstracts for presentation at conferences and/or submit manuscripts for journal articles. All students are encouraged to report the results of course projects and other creative endeavors. Publications and oral presentations provide recognition for students and enhancement of professional credentials. The following information, policies, and procedures are intended to facilitate the report process and to protect the rights of both students and faculty.

**Oral Presentations**

A variety of professional organizations provide opportunities for students to present the results of research and creative endeavors at annual meetings. A call for proposals of research reports and other presentations is usually issued in the journal, newsletter, or program announcement of the organization well in advance of the meeting date. Persons interested in presenting a report will usually be required to submit a proposal abstract.
Faculty will assist students in developing and submitting proposal abstracts to appropriate organizations. Faculty and students should discuss plans for presentation and agree upon procedures to be followed in each case. Neither graduate committee chair nor student is to take action for the external presentation without knowledge and agreement of the other.

**Publications**
In addition to oral presentations, students are strongly encouraged to submit manuscripts for possible publication in professional journals. Graduate Committee Chairs will assist students in preparing manuscripts and in selecting the most appropriate journals.

**Principal Authors and Presenters**
When the student creates the idea, assumes the initiative and lead role in developing a project and writing the report of the results, the student is usually cited as the first author. The graduate committee chair is listed second as a co-author. The names of graduate committee members and/or consultants who make a significant contribution to the project may also be listed as secondary authors if the student and chair agree to the inclusion.

The faculty member who serves as the graduate committee chair may be cited as the first author in the following instances:

- The ideas and main impetus for the project as well as the major components of the design originate with the faculty member; or
- The student does not wish to participate in preparing an oral presentation or a manuscript for publication; or
- The student does not complete the project within the time frame agreed upon by the student and the graduate committee chair.
APPENDIX A

PLANNING AND PROGRESSION HHPCKLIST

☐ 1. All requirements for admission satisfied.
☐ 2. Temporary advisor assigned.
☐ 3. Student’s goals and plan of study identified.
☐ 4. Graduate Committee Chair and committee members selected (before or immediately following the completion of 9 s.h.).
☐ 5. Planned program submitted to committee for approval (before completion of 9 s.h.).
☐ 7. Graduation Summary (a.k.a., Need Sheet) and Student Course HHPck List prepared with advisor for submission to Graduate Registrar one semester prior to intended semester of graduation.
☐ 8. Comprehensive examination arranged in consultation with advisor.
☐ 9. Thesis/Project Proposal Meeting scheduled with graduate committee - in consultation with advisor.
☐ 10. Thesis/Project Defense scheduled with graduate committee - in consultation with advisor.
☐ 11. Application filed in Registrar’s office and graduation fee paid one semester prior to completion of degree requirements.
☐ 12. Registration for participation in the Fall or Spring College of Health and Human Performance Graduate Recognition Ceremony completed.
☐ 13. All course requirements with a minimum overall average of “B” completed. (Students with grades of “C” in excess of 6 s.h. will have graduate program terminated).
☐ 14. All incomplete grades cleared through the Registrar’s office.
# APPENDIX B

**HDFS GRADUATE FACULTY AND STAFF INFORMATION**

[www.ecu.edu/HHP/HDFS](http://www.ecu.edu/HHP/HDFS)  
(Phone= 252-328-4273) (Fax=252-328-4276)

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
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<tbody>
<tr>
<td>Sharon Ballard, Ph.D.</td>
<td>RW112-C</td>
<td>328-4220</td>
<td>BALLARDS</td>
</tr>
<tr>
<td>Associate Professor</td>
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<tr>
<td>Department Chair</td>
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<tr>
<td>Eboni Baugh, Ph.D.</td>
<td>RW 336</td>
<td>328-5714</td>
<td>BAUGHE</td>
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<tr>
<td>Associate Professor</td>
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<tr>
<td>Sheresha Blanchard, Ph.D.</td>
<td>RW 127</td>
<td>737-2075</td>
<td>BLANCHARDSH</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Andrew Brimhall, Ph.D.</td>
<td>RW 309</td>
<td>737-2076</td>
<td>BRIMHALLA</td>
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<tr>
<td>Priti Desai, Ph.D.</td>
<td>RW 124</td>
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<tr>
<td>Kit Didericksen, Ph.D.</td>
<td>RW 318</td>
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<td>DIDERICKSEN14</td>
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<td>Bernice Dodor, Ph.D.</td>
<td>RW 128</td>
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<tr>
<td>Kate Taylor Harcourt, Ph.D.</td>
<td>RW 332</td>
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<td>Archana Hegde, Ph.D.</td>
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<td>Jennifer Hodgson, Ph.D.</td>
<td>REDD 114</td>
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<td>Jakob Jensen, Ph.D.</td>
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<td>Angela Lamson, Ph.D.</td>
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<tr>
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<td>Alan Taylor, Ph.D.</td>
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<td>Administrative Support Associate – HDFS Graduate Programs</td>
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<td>Administrative Support Associate – HDFS Department</td>
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# APPENDIX C
## COURSE REQUIREMENTS AND PLANNING
### MS in HUMAN DEVELOPMENT AND FAMILY SCIENCE
East Carolina University
College of Health and Human Performance
DEPARTMENT OF HUMAN DEVELOPMENT & FAMILY SCIENCE

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<td>HDFS 6401 Family Theories and Issues</td>
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<td>HDFS 6402 Theories of Child Development</td>
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<td>HDFS 6404 Human Development within the Family Part I</td>
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<td>HDFS 7007 Statistics in Child and Family Studies</td>
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<td>HDFS 7400 Research Methods in Child and Family Studies</td>
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<tr>
<th>RESEARCH PROJECT OR THESIS* (6 hours)</th>
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<tr>
<td>HDFS 7900* Advanced Special Topics in HDFS</td>
<td>3</td>
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<td>(pre-requisite: HDFS 6420/7420)</td>
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**OR**

| HDFS 7000* Thesis | 6 |

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<td>HDFS 5411 Counseling Elders and Their Families</td>
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<td>HDFS 6007 Advanced Public Policy and Legal Issues Affecting Families</td>
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<tr>
<td>HDFS 6022 Perspectives on Death and Dying</td>
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<tr>
<td>HDFS 6100 Study Abroad in HDFS (Up to 6 credits available)</td>
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<td>HDFS 6300 Critical Issues in Sexuality, Gender Roles, &amp; Families</td>
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<td>HDFS 6303 Critical Issues in Family &amp; Cultural Diversity</td>
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<td>HDFS 6420 Program Planning and Evaluation Child and Family Services</td>
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<td>HDFS 6423 Parenting Education</td>
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<td>HDFS 6950 Practicum in Human Development and Family Science</td>
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<td>HDFS 6985 Child Life Internship (6 Credits)</td>
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<tr>
<td>HDFS 7309 Contemporary Issues in Early Intervention &amp; Children’s Health</td>
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*At Least One Elective Course must be from within HDFS

**Recommended Electives**
- HDFS 5411 Counseling Elders and Their Families
- HDFS 6007 Advanced Public Policy and Legal Issues Affecting Families
- HDFS 6022 Perspectives on Death and Dying
- HDFS 6100 Study Abroad in HDFS (Up to 6 credits available)
- HDFS 6300 Critical Issues in Sexuality, Gender Roles, & Families
- HDFS 6303 Critical Issues in Family & Cultural Diversity
- HDFS 6407 Family Systems Theories
- HDFS 6420 Program Planning and Evaluation Child and Family Services
- HDFS 6423 Parenting Education
- HDFS 6213 Hospitalized Child
- HDFS 6310 Child Life Practicum
- HDFS 6500 University Teaching
- HDFS 6950 Practicum in Human Development and Family Science
- HDFS 6985 Child Life Internship (6 Credits)
- HDFS 7309 Contemporary Issues in Early Intervention & Children’s Health

*Students may choose Thesis option (HDFS 7000) or Project option (HDFS 6420 & 7900).
**Minimum requirements for degree are 36 semester hours.
***Students **must** confer with advisor prior to completing core to schedule comprehensive exams.

Revise: 8-10-16
## APPENDIX D

### FORMS

<table>
<thead>
<tr>
<th>Form 1</th>
<th>Confirmation of Permanent Committee Membership</th>
</tr>
</thead>
<tbody>
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<td>Form 5</td>
<td>Non-Thesis Professional Project Defense Form</td>
</tr>
<tr>
<td>Form 6</td>
<td>HDFS Professional Graduate Papers – TEMPLATE</td>
</tr>
</tbody>
</table>
EAST CAROLINA UNIVERSITY  
College of Health and Human Performance  
Department of Human Development and Family Science

CONFIRMATION OF PERMANENT COMMITTEE MEMBERSHIP

The undersigned have agreed to serve as the permanent graduate committee for

(Name of Student)  
(Banner ID)

a candidate for the degree

___ Master of Science (MS) in
   _____ Human Development and Family Science
   _____ Marriage and Family Therapy

___ Master of Arts in Education (MAEd) in
   _____ Birth through Kindergarten Education

<table>
<thead>
<tr>
<th>Chair of Committee/Director of Thesis</th>
<th>Department</th>
<th>Date</th>
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<tr>
<th>Committee Member</th>
<th>Department</th>
<th>Date</th>
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<th>Department</th>
<th>Date</th>
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The permanent graduate committee will be composed of at least three members with associate or full graduate faculty status: (1) a committee chairperson who is the student’s Graduate Committee Chair, (2) one additional committee member from the Department of Human Development and Family Science and (3) one committee member from either in or outside of the Department.

Form 1  
cc: Student Folder  
Student

Approved 10/90  
Revised 10-2016
REPORT OF ACADEMIC COMPREHENSIVE EXAMINATION

This is to certify that ______________________________
(Name of Student)   (Banner ID)

has passed the written comprehensive examination defense for the degree of:

   Master of Science (MS) in

   ___  Human Development and Family Science
   ___  Marriage and Family Therapy

   Master of Arts in Education (MAEd) in

   ___  Birth through Kindergarten Education

__________________________  __________________
Chairperson of Committee   Date

__________________________  __________________
Director of Graduate Studies   Date

__________________________  __________________
Dean of Graduate Studies   Date

cc: Registrar
   Graduate School
   Student File

Form 2

Approved 10/90
Revised 11/98
Revised 6/03
Updated 8/04; 7/11, 8/13
Pre-Thesis or -Dissertation Research Approval Form

Before beginning thesis or dissertation research, this check list should be completed by the master’s or doctoral candidate in conjunction with the thesis or dissertation chair. Please NOTE: All thesis and dissertation research must be approved by the thesis or dissertation director and the Unit Graduate Program Director. All students whose thesis or dissertation 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 submitted with this form, or with an updated form when it is known that the research requires the involvement of such subjects, and must be included in the Appendix of the completed thesis or dissertation.

Date __________
Student name, phone number, and email address: _________________________________
________________________________________________________________________
Banner ID ____________________

Working Title of Thesis or Dissertation Research:
________________________________________________________________________
________________________________________________________________________

Have you selected an appropriate graduate committee chair for your master’s or doctoral work?

Name________________________________________

___ Have you selected an appropriate graduate committee for your master’s or doctoral work?

If so, please list:
1. _________________________ 2. _________________________
3. _________________________ 4. _________________________

Has your proposed research been reviewed and approved by your director?

Does your research involve human subjects? ________
Has it been approved by the UMCIRB? ________
If not, when will it be reviewed for approval? ________

Does your research involve animals? ________
Has it been approved by the IACUC? ________
If not, when will it be reviewed for IACUC approval? ________

Does your research involve potential biohazards such as recumbent DNA, viral vectors, infectious agents, human blood products etc.? ________
Has it been approved by the by the Biosafety Committee? ________
If not, when will it be reviewed for approval? ________
Approvals:

<table>
<thead>
<tr>
<th>Thesis or Dissertation Chair Signature</th>
<th>Date</th>
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<tr>
<td>HDFS MS Program Director Signature</td>
<td>Date</td>
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</table>

Acknowledgement of Receipt by Graduate School:

| Dean of the Graduate School or designee | Date |

Thesis Form 3
EAST CAROLINA UNIVERSITY  
College of Health and Human Performance  
Department of Human Development and Family Science

Thesis Proposal/Professional Project Proposal Defense Form

The following student has successfully defended his/her thesis/project proposal. By signing below, the graduate committee has recommended that this student move forward in completing his/her thesis/project.

Date of Proposal Defense: __________________________

__________________________________________________

Name of Student  
Banner ID  
Student’s Signature

Title of Thesis/Professional Project: __________________________

Mark ONE:  

___ Thesis Option  
___ Professional Project Option

Chair of Graduate Committee  
Department  
Date

Committee Member  
Department  
Date

Committee Member  
Department  
Date

THESIS COMMITTEE: The permanent graduate committee must include at least three members with associate or full graduate faculty status: (1) a committee chairperson who is the student’s Graduate Committee Chair, (2) one additional committee member from within the Department, and (3) one committee member from either within or outside the Department.

PROFESSIONAL PROJECT COMMITTEE: The permanent graduate committee must include at least three members: a committee chairperson who is the student’s Graduate Committee Chair and two additional committee members.

THIS FORM MUST BE SIGNED BY STUDENT AND ALL COMMITTEE MEMBERS BEFORE BEING PLACED INTO THE STUDENT’S FILE

Cc: Student File 
Student

Form 4  
Revised 12-2014
Non-Thesis Professional Project Defense Form

The following student has successfully defended his/her project. By signing below, the graduate committee has determined that the student has successfully completed all of the requirements of the professional project.

**Project Defense Date:** __________________________

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Banner ID</th>
<th>Student’s Signature</th>
</tr>
</thead>
</table>

**Title of Professional Project:** ____________________________________________

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<tr>
<th>Chair of Graduate Committee</th>
<th>Department</th>
<th>Date</th>
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<th>Committee Member</th>
<th>Department</th>
<th>Date</th>
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<tr>
<th>Committee Member</th>
<th>Department</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Director of Graduate Studies</th>
<th>Department</th>
<th>Date</th>
</tr>
</thead>
</table>

**PROFESSIONAL PROJECT COMMITTEE:** The permanent graduate committee must include at least three members: a committee chairperson who is the student’s Graduate Committee Chair and two additional committee members.

***THIS FORM MUST BE SIGNED BY STUDENT AND ALL COMMITTEE MEMBERS BEFORE BEING PLACED INTO THE STUDENT’S FILE***

Cc: Student File
Student
HDFS Professional Graduate Paper - SAMPLE TEMPLATE

Student: SAMPLE

Semester: 

Project Topic: Implement and evaluate a parent education program.

Your professional graduate paper will contain the following components:

1. **Cover page**: Includes the title of the proposal, student’s name, committee members, date and the semester.
   a. **Title**: “What are you going to do?” The title should be clear, concise, and self-contained. (80-100 characters)
   b. **Committee members**: “With whom are you going to work?” Students will list the names of the HDFS faculty members on their committee.

2. **Introduction (Gap and Environmental Analysis)**: “What is the problem and why is it important?” This section gives a brief description of the problem. Students should state the importance of the problem within the field of child and family studies and justify their decision of proposing this project. (1-2 pages)

3. **Background (Content Analysis/Literature)**: “What has been reported on this problem?” This section supports the introduction by summarizing the theory and scientific background relevant to the problem. Specifically discuss 1-2 theoretical perspectives you plan to utilize throughout this project. The background will also show the research needs in the area or best practices related to this type of programming. Students will select scientific literature from various journals and other published material to support their topic. (8-10 pages)

4. **Goals and objectives**: “What are you planning to investigate and/or accomplish?” “What are your anticipated outcomes for your participants?” It states the broader long term goal(s) for the project. To reach these goal(s), students need to identify their measurable objective(s). (1 page)

5. **Methods**: “How are you going to implement and evaluate this program?” This section is the detailed explanation of the program and the evaluation study. Every detail of the process needs to be explained as if giving detailed instructions to readers so they can go and duplicate the study. (5-6 pages)
   a. **Target population (Target Participant and Support System Analysis)**: “In which population are you going to implement this program?” The target
population should be defined in clear terms addressing time, geographic location, and demographic indicators.
b. **Study population:** It may be that you want to select a representative sample from the target population and/or a control group. If so, explain:
   i. What inclusion and exclusion criteria was used to select study population?
   ii. How was the sample size calculated?
   iii. What sampling method was used?
c. **Variables:** “What are the dependent and independent variables?” To reach proposed study goals and objectives, students need to develop a dependent and independent variable list for the study. Each variable must be clearly defined and should be tied to your program goals and objectives.
d. **Data collection:** “How did you collect data?” Students need to explain details of the data collection methodology.

6. **Outcomes / Results:** “What were the outcomes of the project?” This section summarizes how the data were analyzed and the end products of the study. (3-5 pages)

7. **Discussion:** “How would you interpret the outcomes / results of the project?” This section explains the results of the project and recommendations or implications for the Partnership. In addition, students should state the limitations and strengths of the study. (5-7 pages)

8. **References:** All of the literature, including articles, book chapters, books, and other published and unpublished material must be listed.

9. **Appendices:** Sample survey tools, questionnaires, consent forms, and other related documents from the study should be added as an appendix.

** Your Professional Project PROPOSAL must include components 1-5, 8-9.**

*** Both your proposal and finalized defense manuscript must be written in APA format (double-spaced, 1” margins, 11-12 pt Times Roman or Courier font, APA title page, headers and correct headings, APA citations, and APA References)
APPENDIX E

GRADUATE SCHOOL FORMS

Permission for Course Credit by Examination
Course Substitution Form
Request for Transfer Credit
Request for Time Extension of Course Credits
Application for Graduation
Request for Change of Graduate Program
Thesis-Non Thesis Change Form
Graduate Student Graduation Summary

Note: Graduate School Forms can be downloaded from the Graduate School website; under New and Current Students click Academic Policies and Forms
http://www.ecu.edu/cs-acad/gradschool/academicpolicies.cfm
THE GRADUATE SCHOOL
East Carolina University
PERMISSION FOR COURSE CREDIT BY EXAMINATION
(Prepare four copies)

Student’s Name

Department/School

To the Student:
Students seeking graduate course credit by examination should prepare four (4) copies of this form and obtain the approval (attested by signature of either the dean (if a professional school) of the chairperson (if in the College of Arts and Sciences) and the Dean of the Graduate School. The forms should then be taken to the Cashier, required fees paid and all four forms should be validated by the Cashier.

To the Dean/Departmental Chair:
APPROVALS:

Dean/Chairperson

Date

Dean of Graduate Studies

Date

Please indicate reason for approval in the space below:

To the Cashier:
Please validate four (4) copies, return three (3) copies to student, and forward one (1) copy to the Registrar’s Office. The student should take three (3) copies to the Examiner.

To the Instructor or Committee Administering the Examination:
The examination must be administered within one week after approval by the Dean of the Graduate School. Please distribute three (3) copies of this completed form as follows:
one to the Registrar’s Office; one to the School/Department; and one to the Dean of the Graduate School.

I, ________________________, on ________________________, (Examiner) (Date)
examined ________________________, (Student’s Name) (ECU ID)
in ________________________, (Course Name and Number) (Sem. Hrs.)
report the grade of _________. I further certify that a copy of the completed examination has been filed in the appropriate school/departmental office for the duration of the student’s graduate program at East Carolina University.

Signature: ________________________ Date: ________________________
Course Substitution Form

Office of the Registrar
Graduation Services
108 Whichard Building

Instructions:

1. Prepare this form, and complete it with signatures of student, advisor, and designated department or unit representative.

2. When the form has been completed, please submit it to the Graduation Services Office of the Office of the Registrar for approval.

DATE: ______________________________________

NAME: ______________________________________  ECU (Banner) ID # ______________________

(Last)  (First)

Substitute __________________________ for __________________________

Substitute __________________________ for __________________________

Substitute __________________________ for __________________________

Substitute __________________________ for __________________________

Substitute __________________________ for __________________________

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

******************************************************************************

________________________________________ (DATE) ______________________

Student

________________________________________ (DATE) ______________________

Academic Faculty Advisor

________________________________________ (DATE) ______________________

Designated Department or Unit Representative
REQUEST FOR TRANSFER CREDIT
(DEGREE AND NON DEGREE)
EAST CAROLINA UNIVERSITY
THE GRADUATE SCHOOL

Name __________________________ ECU ID ________________

School/Department _______ Semester/Session Admitted ____________

Degree student is pursuing _____ Program of Study ___________________

Minimum Number of hours required for this degree _____ (e.g., 30, 36, etc.)

How many hours of transfer credit have already granted for this student:
  From other accredited institutions? ______
  Non-degree credit from ECU? ______

CHECK BELOW ALL THAT APPLY & LIST THE COURSE INFORMATION.
SEE PAGE TWO OF FORM FOR INFORMATION GOVERNING TRANSFER CREDIT.

☐ This request is for course(s) TAKEN AT ANOTHER ACCREDITED INSTITUTION.
  (NOTE: An official transcript from the other institution showing the courses MUST be attached)

☐ This request is for course(s) TO BE TAKEN AT ANOTHER ACREDITED INSTITUTION.
  (NOTE: An official transcript from the other institution showing the completion of the course MUST be sent to the Graduate School before credit will be given)

☐ This request is for NON DEGREE COURSE(S) TAKEN at ECU
  (NOTE: Use this request only for course credit over the 9 sh of non-degree credit already allowed)

<table>
<thead>
<tr>
<th>Institution Where Taken</th>
<th>Course Prefix &amp; Number</th>
<th>Credit Hours</th>
<th>Year &amp; Term Completed</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

(Signature & Date) of Chairperson or Authorized Official

GRADUATE SCHOOL USE ONLY

☐ Approved ☐ Disapproved  

(Signature & Date) Dean or Associate Dean of Graduate School

cc: Registrar
    Department (The department should also give a copy to the student)
    Graduate School

Revised 08/07
Up to 20% of the credit hours in a nondoctoral program may be earned in a different but regionally accredited institution. NO CREDIT HOURS COMPLETED AS PART OF AN EARNED GRADUATE DEGREE CAN BE COUNTED TOWARD A SECOND MASTER’S DEGREE. Transfer of graduate level course work must be approved by the chair or other authorized unit official and the Dean or Associate Dean of the Graduate School. Refer to the Graduate Catalog for more details. SUBMISSION OF OFFICIAL TRANSCRIPT(S) FOR NON ECU WORK IS THE STUDENT’S RESPONSIBILITY. PETITIONS WITHOUT A TRANSCRIPT WILL NOT BE CONSIDERED.

### Number of Transfer Hours Allowed From Other Accredited Institutions

<table>
<thead>
<tr>
<th>For a</th>
<th>hour graduate program</th>
<th>only 6 s.h. are allowed</th>
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</thead>
<tbody>
<tr>
<td>30-33</td>
<td>hour graduate program</td>
<td>only 7 s.h.</td>
</tr>
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<td>36-39</td>
<td>hour graduate program</td>
<td>only 8 s.h.</td>
</tr>
<tr>
<td>42</td>
<td>hour graduate program</td>
<td>only 9 s.h.</td>
</tr>
<tr>
<td>45-48</td>
<td>hour graduate program</td>
<td>only 10 s.h.</td>
</tr>
<tr>
<td>51-54</td>
<td>hour graduate program</td>
<td>only 11 s.h.</td>
</tr>
<tr>
<td>57</td>
<td>hour graduate program</td>
<td>only 12 s.h.</td>
</tr>
<tr>
<td>60</td>
<td>hour graduate program</td>
<td></td>
</tr>
</tbody>
</table>
REQUEST FOR TIME EXTENSION
OF COURSE CREDITS
EAST CAROLINA UNIVERSITY
THE GRADUATE SCHOOL

Name of Student __________________________ ECU ID __________________________

Degree __________________________ Program __________________________

Semester/Session Admitted ________ Extend time through __________________________
(Semester/Session)

This is the __________________________ request.
(first, second, third, etc.)

JUSTIFICATION: Attach additional sheet if necessary.

(Signature & Date) Chairperson or Authorized Official

GRADUATE SCHOOL USE ONLY

Credits Committee Action: _______ Approved through

______________________________ (Semester/Session)

Stipulation(s)______________________________

______________________________

(Signature & Date) Assoc. Dean of Graduate School

cc: Registrar
Department
Student
Graduate School

revised 08 06 07
East Carolina University
Graduate
Application for Graduation

Please print all information

Today's Date ______________________ 20 __________ Current Phone including area code ___________________________ B __________ ECU ID

Name on diploma will be as appears on this application

Print Name in Full

First __________________________ Middle __________________________ Maiden (Optional) __________________________ Last __________________________

Permanent Address*

No. Street __________________________

City __________________________ State __________________________ Zip Code __________________________ County __________________________

(*This address will be used when mailing your diploma)

Degree Information

Degree __________________________

Major __________________________

Minor __________________________

(If applicable)

Concentration __________________________

(If applicable)

Check expected date and year the requirements will be completed: FALL, 20 __________  SPRING, 20 __________  SUMMER, 20 __________

This application for graduation must be filed in the Office of the Registrar, 108 Whichard Building, no later than two semesters prior to the completion of all requirements.

"
THE GRADUATE SCHOOL
East Carolina University
Request for Change of Graduate Program

Please read the following instructions carefully prior to submitting the change of program request:

Students will initiate the process by printing this form, completing the top portion, and delivering it, along with copies of their application file and current transcripts, to their intended program of study. Students will request a copy of their file from their current program.

The program director for the new program will complete the rest of the form after reviewing your application file and academic history at ECU, listing any courses that will be transferred, and sign to give approval of the change. (Only courses with a grade of B or A may be transferred.) Both program directors must sign the form. The form will be sent to the Graduate School for approval.

---

**Part 1 – to be filled out by the student**

<table>
<thead>
<tr>
<th>Current Graduate Program</th>
<th>Desired Graduate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Last</td>
<td>First</td>
</tr>
<tr>
<td>ECU ID:</td>
<td>ECU Email:</td>
</tr>
</tbody>
</table>

Expected Graduate Term (if known)  Expected Graduate Term (if known)

Date of Last Attendance at ECU  Student’s Signature  Date

---

**Part 2 – To be filled out by program directors**

Courses to be transferred:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Term taken</th>
<th>Grade</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Signature of Current Program Director</th>
<th>Date</th>
<th>Signature of Intended Program Director</th>
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</table>

Signature of Director of Graduate School
cc: Registrar, Department, Student

Date
THE GRADUATE SCHOOL  
East Carolina University

THESIS – NON THESIS CHANGE FORM

TO: The Graduate School

FROM: ________________________________________________________________
                  Department/School/College

SUBJECT: ________________________________________________________________
                  Student's Name   Banner

DATE: ________________________________
                  Month/Day/Year

Because of a change from a thesis to non-thesis option, please drop the following thesis
course(s) from this student’s record.

Course _______________ Semester & Year ____________ only course (yes no)
Course _______________ Semester & Year ____________ only course (yes no)
_______________________________________________________________________

Signature: Graduate Program Director or Other Authorized Official

I understand that these course credits will be removed from my record and I will be required to
enroll in additional course credits to meet the requirements of the non-thesis degree.
_______________________________________________________________________

Signature: Student

FOR GRADUATE SCHOOL USE ONLY

_______ Approved ______________________________________________________
                  Signature: Dean of the Graduate School
_______ Disapproved

ATTENTION: Registrar

_____ Please process the course drops for the above named student for indicated
semester(s) and year(s).

_____ The above named student should be retroactively withdrawn effective

________________________________________ (Semester & Year)

C: dept/school
Registrar 02/5/201 fall  spring
Overview and Purpose
The goal of this grade appeal policy is to establish a clear, fair process by which graduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and not withstanding the exceptions noted at the end of this policy, appeals will not be considered unless based upon one or more of the following factors:

- An error was made in grade computation.
- Standards different from those established in written department, school or college policies, if specific policies exist, were used in assigning the grade.
- The instructor departed substantially from his or her previously articulated, written standards, without notifying students, in determining the grade.

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

Appeals Procedure
Formal grade appeals must be initiated by the student by the end of the twenty-first calendar day of the semester (not including summer sessions) following the award of the grade.

The first step to resolve differences between an instructor and student concerning a grade should be a discussion with the instructor. If the instructor of record will not be available within one semester (not including summer sessions), the department chair or designee may act in lieu of the instructor of record for the purpose of grade appeals.
If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, he or she must present to the chair of the department or designee in which the course is offered, a written appeal that includes the following:

- A statement addressing how the appeal meets one or more of the three criteria necessary for a formal appeal.
- A description of the outcome of the informal discussion process.
- Any relevant documents the student would like to be reviewed as part of the appeal process.
- A copy of the course syllabus and assignment descriptions.

The department chair or designee may request additional materials from the student. After receiving a copy of the appeal materials from the department chair or designee, the instructor has fourteen calendar days to respond in writing to the appeal. The department chair or designee will discuss this response with the faculty member and will provide the student with written notification of the outcome of this step within seven calendar days after receiving the instructor’s response.

If there is no mutually agreed upon resolution between the student and the instructor, and the student wishes to pursue the matter further, he or she has seven calendar days to submit his or her written appeal to the college dean or designee. The college dean or designee will review the appeal, provide copies of all appeal materials to the instructor, and discuss the appeal with both the instructor and the student. The instructor has seven days to review the written appeal the student has presented to the Dean and, if desired, prepare an additional written response. The college dean or designee will provide the student with written notification of the result of this step within fourteen calendar days after receipt of the appeal from the student.

If step 4 does not lead to a mutually agreeable resolution between the student and the instructor, and the student wishes to pursue the matter further, then a Grade Appeal Committee shall be formed by the Dean of the school or college in which the program resides within ten calendar days. This committee shall include five graduate faculty members from the college: one selected by the student, one selected by the instructor of record, and one appointed by the Dean of the Graduate School, and two appointed by the Dean of the school or college in which the program resides. A majority shall prevail in the committee. The Committee shall elect its own chair. The function of the Grade Appeal Committee shall be to evaluate the appeal in terms of the stated grounds for the appeal. The Committee’s decision may be to keep the assigned grade or to raise the assigned grade. The Committee shall provide a written
justification to the Deans of the academic school or college and the Graduate School for its decision, including minority opinions when they exist, no later than twenty-one calendar days after the Committee’s formation. The college dean shall inform the student and the instructor of the Committee’s decision and provide both parties with copies of the Committee report.

In the case of a change of grade, if the instructor of record does not implement the change of grade decided upon by the Committee within ten calendar days after learning of the Committee’s decision, the dean shall implement the change of grade as determined by the Committee on the student’s official transcript through the change of grade procedure. This shall be the last step in the deliberation of the formal grade appeal.

The Dean of the Graduate School shall forward a written record of the results of all grade appeals to the appropriate Vice Chancellor within fourteen calendar days. Dean of the Graduate Schools shall also provide an annual summary to the Graduate School Administrative Board of the number of cases heard and the aggregate result of the process.

Exceptions to the Grade Appeal Policy
The Grade Appeal Policy shall constitute the sole internal administrative remedy for a change in grade, except when the grade being disputed resulted from an alleged academic integrity violation or when a grade dispute involves an Office of Equal Opportunity and Equity discrimination complaint. If a grade dispute arises from an issue that is covered under the university’s Academic Integrity Policy, the process for resolution that has been established for appealing academic integrity violations must be followed. If a grade dispute arises from an issue that is covered under the university’s Equal Opportunity and Equity policies, the process for resolution that the Office of Equal Opportunity and Equity has established must be completed prior to the use of the University’s grade appeal process.”

Downloaded from Graduate School website 07-14-2011:
http://www.ecu.edu/cs-acad/gradschool/Graduate-Student-Grade-Appeal-Procedure.cfm
Graduate students may appeal decisions concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward the degree other than insufficient grade point average, termination of or election to void an assistantship for reasons set forth in the terms and conditions applicable to graduate assistant appointments, or dismissal from the graduate program. This policy does not apply to the appeal of decisions regarding course grades.

Informal resolution of appeals concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward a degree, termination of or election to void assistantships, or dismissal from the graduate program is always the most desirable approach, and encouraged whenever possible. Before initiating a formal appeal, the student should discuss the problem with the person or persons whose actions are being challenged, henceforth referred to as the ‘academic officer’, within ten business days following the adverse recommendation or decision. The student should keep the head/chair of the department in which the student’s program resides apprised of the situation and progress of negotiations. For matters concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward a degree, termination of or election to void assistantships, or dismissal from the graduate program, the appropriate academic officers are the student’s advisor, the graduate advising committee, and/or the student’s supervisor. If the matter is not resolved to the student’s satisfaction within twenty business days following the informal discussion between the student and the academic officer(s), the student may initiate a formal appeal by submitting the matter in writing to the dean of the Graduate School. The student shall have five additional business days to file this appeal. In the written appeal, the student must clearly address three important aspects of the appeal: 1) the action(s) being challenged, 2) the person(s) against whom the complaint is being made, and 3) the redress sought. A decision shall be deemed final on the expiration of the period for filing an appeal, or if an appeal is filed, upon issuance of a decision in such an appeal, whichever is later. No adverse recommendation or action shall be effective until such date.

The dean of the Graduate School, together with the director of the Office of Student Rights and Responsibilities, shall examine the appeal and jointly determine whether the actions complained were disciplinary or academic. If the challenged action is deemed to be disciplinary, the dean of the Graduate School shall refer the complaint to the appropriate university officers responsible for disciplinary matters within five business days. If the challenged action is deemed to be an academic matter, other than a grading decision, the dean of the Graduate School shall implement the procedures defined below, keeping all records associated with the case.
A review panel comprised of two faculty members and a graduate student will be appointed. One faculty member, from a college other than the one in which the student's academic department resides, will be appointed by the dean of the Graduate School. The other faculty member, from the college in which the student's program resides, will be appointed by the dean of the college. However, this representative will not be from the student appellant's department. In the event that either of the two aforementioned deans is a complainant in the case, the vice chancellor for research and graduate studies will appoint the appropriate faculty members. The Graduate Student Council will provide a list of graduate students who expressed a willingness to serve on review panels from which the dean of the Graduate School will appoint a student from a department other than that of the student appellant. In the event that the dean of the Graduate School is a principal in the case, the vice chancellor for Research and Graduate Studies will appoint the student member.

The review panel will consider the case in detail. It must review any and all written records of the case. It must afford the student appellant an opportunity to appear in person before it, and consider any written materials the student may wish to bring to its attention. The review panel will hear from the academic officer(s) whose action is being appealed and may confer with other involved parties. It shall evaluate any other information it deems important to its deliberations. Written summaries of the deliberations will be kept. To overcome the presumption of good faith in the performance judgment by the advisor, supervisor, and/or graduate committee, an appeal must demonstrate that the evaluation was based upon matters that are inappropriate or irrelevant to academic performance and applicable professional standards and that consideration of those matters was the deciding factor in the evaluation. Should the review panel find in favor of the student, it will submit a report, making appropriate recommendations, to the dean of the Graduate School, e.g., reassignment to a different advisor and/or graduate committee, or administration of another examination, or alternative assistantship assignment. The dean of the Graduate School and the dean of the appellant's college shall jointly review the case, giving due consideration to the review panel's report and recommendation. Following consultation with the vice chancellor for Research and Graduate Studies, the dean of the Graduate School shall make the final decision of the university. In the event that the dean of the Graduate School is a principal in the case, the duties of the dean of the Graduate School, with respect to this case, shall be transferred to the vice chancellor for Research and Graduate Studies. In the event that the decision recommends termination of an assistantship due to unavailability of funds or other conditions beyond the university's control or performance of assigned duties and functions as set forth in the terms and conditions applicable to graduate assistant appointments, such terminations must be approved by the chancellor, as the representative of the Board of Trustees.

Downloaded from Graduate School Website 07-14-2011:
http://www.ecu.edu/cs-acad/gradschool/Student-Grievance-Procedure.cfm
APPENDIX I

HDFS GRIEVANCE PROCEDURES

HDFS Grievance Procedures

Whereas Human Development and Family Science programs are designed to instruct students in interpersonal communication and negotiating skills, as well as child and family content issues, students who have a grievance are encouraged to discuss their concerns directly with the faculty member with whom there is an issue. In the event that the student and faculty member are unable to resolve their differences, the student may direct the matter to a Human Development and Family Science Grievance Committee for review.

The Human Development and Family Science Grievance Committee shall be composed of the Department Chair, who will serve as the Grievance Committee chair, one graduate faculty member in the Department, and one second year graduate student in the Department who shall be appointed by the Dean of the College of Health and Human Performance in consultation with the Chairperson of the Department of Human Development and Family Science.

The student shall file with the Chair of the Grievance Committee, a signed original and four copies (one for the faculty member and one for each of the three committee members with original to the Dean), of the Grievance Petition form stating the facts, the issue in controversy, the conclusion which the student believes to be correct, and a justification for that conclusion. The faculty member against whom the petition has been filed shall have ten 10 days to respond in writing if he or she wishes. The Chair shall set a hearing before the full committee on a mutually agreeable date and time, at which time each party to the grievance may present a petition.

The committee shall discuss and vote on the merits of the petitions and issue an opinion for the Dean's approval. The Dean shall have the power to endorse or overrule the opinion of the Grievance Committee. Forms used in the grievance process are contained in Appendix G.

If, upon review of the petition, the Grievance Committee deems that the matter before it should more appropriately be decided by the East Carolina University Judicial System, the Committee shall have the right to deny jurisdiction and to suggest that the Petitioner pursue the matter in accordance with the rules and procedures of the Campus Judicial Boards.

If students appeal decisions concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward the degree other than insufficient grade point average, termination of or election to void an assistantship for reasons set forth in the terms and
conditions applicable to graduate assistant appointments, or dismissal from the graduate program, students follow the appeal procedures of the Graduate School. This policy does not apply to the appeal of decisions regarding course grades.
APPENDIX J

HDFS GRIEVANCE PROCESS FORMS

Grievance Petition
Response to Grievance Petition
Grievance Committee Action
GRIEVANCE PETITION

Facts (Concisely review the important facts of the issue):

Issue in Controversy (Concisely state what the grievance is):

Conclusion (State what you believe the correct conclusion should be):

Justification for Conclusion (Explain why you believe your conclusion is correct):

Signed and dated, this the ___________ day of __________, 20____.

________________________________________
Petitioner
RESPONSE TO GRIEVANCE PETITION

Facts (Concisely review the important facts of the issue):

Issue in Controversy (Concisely state what the grievance is):

Conclusion (State what you believe the correct conclusion should be):

Justification for Conclusion (Explain why you believe your conclusion is correct):

Signed and dated, this the ________ day of ________________ 20______.

______________________________________
Respondent
Master of Science Program
Human Development and Family Science
College of Health and Human Performance

GRIEVANCE COMMITTEE ACTION

Signed and dated, this the ________day of__________________, 20______.

____________________________________
Chair, Grievance Committee

______________________________
Member

______________________________
Member

Approved, this the _______day of______________, 20______.

____________________________________
Chair, Human Development and Family Science

CC: Dean, College of Health and Human Performance
APPENDIX K

ECU ACADEMIC INTEGRITY POLICY
East Carolina University Faculty Manual

Part IV. Academic Integrity

Link to current policy:

New Policy Effective Fall 2011

Principle of Academic Integrity
Academic integrity is a cornerstone value of the intellectual community at East Carolina University. Academic integrity ensures that students derive optimal benefit from their educational experience and their pursuit of knowledge. Violating the principle of academic integrity damages the reputation of the university and undermines its educational mission. Without the assurance of integrity in academic work, including research, degrees from the university lose value, and the world beyond campus (graduate schools, employers, colleagues, neighbors, etc.) learns that it cannot trust credits or a diploma earned at ECU. For these reasons, academic integrity is required of every ECU student.

Maintaining the academic integrity of ECU is the responsibility of all members of the academic community. Faculty should ensure that submitted work accurately reflects the abilities of the individual student. Toward this end, faculty should—through both example and explicit instruction—instill in students a desire to maintain the university’s standards of academic integrity and provide students with strategies that they can use to avoid intentional or accidental violation of the academic integrity policy.

Purpose and Scope
This document sets forth procedures to be followed for suspected academic integrity violations at ECU. It also details possible penalties for violations. Additional penalties for academic integrity violations may be established by academic departments, programs, colleges, and schools. Any such additional penalties must be established democratically by the faculty in a means compatible with school or college policies and/or unit codes.

In addition to the penalties outlined below, individual units may have additional ethical and behavioral expectations of their students, particularly at the graduate level. Including expectations for the conduct of research, and may take corrective action according to their regulations or rules.

ECU’s policy on research misconduct, as elaborated by the Division of Research and Graduate Studies (http://www.ecu.edu/cs-acad/rgs/Research-Policies.cfm), is necessary to ensure university compliance with this UNC system policy as well as with state and federal laws. All faculty, staff and students should be familiar with it. The procedures for reporting, investigating and determining penalties in cases of academic integrity violations shall not supersede procedures for reporting, investigating and determining penalties for research misconduct.

Definitions of academic integrity violations
An academic integrity violation is defined as any activity that exhibits dishonesty in the educational process or that compromises the academic honor of the university. Examples of academic integrity violations include, but are not limited to, the following:

Cheating. Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of
academic work.
Some examples of cheating (note that this is not an exhaustive list): Copying from another student's paper or receiving unauthorized assistance during a quiz or examination; using books, notes or other devices when these are not authorized; improperly obtaining tests or examinations; collaborating on academic work without authorization and/or without truthful disclosure of the extent of that collaboration; allowing or directing a substitute to take an examination.

Plagiarism. Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work.
Some examples of plagiarism (note that this is not an exhaustive list): Submitting a paper that has been purchased or downloaded from an essay-writing service; directly quoting, word for word, from any source, including online sources, without indicating that the material comes directly from that source; omitting a citation to a source when paraphrasing or summarizing another's work; submitting a paper written by another person as one's own work.

Falsification/Fabrication. The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected academic integrity violation.
Some examples of falsification/fabrication (note that this is not an exhaustive list): making up data, research results, experimental procedures, internship or practicum experiences, or otherwise claiming academic-related experience that one has not actually had; inventing or submitting deceptive citations for the sources of one's information; submitting a false excuse for absence from class or other academic obligation.

Multiple submission. The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission.
Some examples of multiple submission (note that this is not an exhaustive list): Submitting the same essay for credit in two courses without first receiving written permission; making minor revisions to an assignment that has already received credit in a course and submitting it in another class as if it were new work.

Violation assistance. Knowingly helping or attempting to help someone else in an act that constitutes an academic integrity violation.
Some examples of violation assistance (note that this is not an exhaustive list): Knowingly allowing another to copy answers during an examination or quiz; distributing test questions or examination materials without permission from the faculty member teaching the course; writing an essay, or substantial portions thereof, for another student to submit as his or her own work; taking an examination or test for another student.

Violation attempts. Attempting any act that, if completed, would constitute an academic integrity violation as defined herein. In other words, it does not matter if a student succeeds in carrying out any of the above violations—the fact that a violation was attempted is itself a violation of academic integrity.

The University of North Carolina Policy on Research Conduct defines research misconduct as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting the results." More specifically,

a. Fabrication is making up data or results and recording or reporting them.
b. Falsification is manipulating research materials, equipment, or processes, or changing or
omitting data or results such that the research is not accurately represented in the research record. The research record is the record of data or results that embody the facts resulting from the research inquiry and includes, but is not limited to research proposals, laboratory records, both physical and electronic, progress reports, abstracts, theses, oral presentations, internal reports, books, dissertations, and journal articles.

c. Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

d. Research misconduct does not include honest error or differences of opinion.

University-wide responsibility to report academic integrity violations

Because academic integrity violations are unfair to honest students and because they damage the reputation of the entire university, ignoring academically dishonest behavior is almost as problematic as actively participating in a violation.

1. Faculty Member Responsibility.
   If a faculty member suspects that a student has violated the academic integrity policy in a manner severe enough to merit a grade reduction or other substantial academic penalty, he or she should, as a matter of academic duty, follow the procedures outlined below, making sure that the OSRR is aware of students who might be endangering the integrity of the university. Faculty are strongly encouraged to include a statement regarding this policy in their syllabi because it puts students on notice of the faculty member’s policy and it alerts students to the importance of academic integrity to the ECU community. Sample policy language is available from the OSRR.

   In some instances, a faculty member may deem it best to approach a potential matter involving academic dishonesty as a learning opportunity. In such cases, a faculty member may require that a student complete additional work in order to better understand the severe nature of academic dishonesty and to learn ways of avoiding future infractions. If at any point, however, the faculty member determines that a grade reduction or other substantial academic penalty is merited in the case, either as a result of the initial infraction or as a result of a student not sufficiently completing the additional work agreed to, she or he must follow the process outlined below, including reporting the situation to the Office of Student Rights and Responsibilities (OSRR) for its review and handling.

2. Student Responsibility.

   Students are also expected to promote academic integrity in the ECU community, both by upholding it in their own work and by taking the responsibility to report any suspected violations. A student knowing of circumstances in which an academic integrity violation may have occurred or is likely to occur should bring this knowledge to the attention of a faculty member or the OSRR.

3. University Community Member Responsibility.

   All other university community members are also expected to promote academic integrity in the ECU community, both by upholding it in their own work and by taking the responsibility to report any suspected violations. A university community member knowing of circumstances in which an academic integrity violation may have occurred or is likely to occur should bring this knowledge to the attention of a faculty member or the OSRR.

4. OSRR Responsibility.

   When a suspected violation is reported to the OSRR, the office will, if applicable, first discuss the suspected violation with the faculty member(s) in charge of the course(s) involved. The OSRR, in consultation with the faculty member(s), will follow the procedures outlined in this policy.

Procedures for responding to a suspected academic integrity violation
These procedures apply to all students. If face-to-face meetings are not possible, alternative arrangements will be made as appropriate. Procedural guidelines for working with distance education students on issues of academic integrity are available from the OSRR.

For undergraduate students, if a suspected academic integrity violation occurs outside of a specific course, the case will be referred directly to the University Committee on Academic Integrity for an Academic Integrity Board hearing (see “University Committee on Academic Integrity” below).

For graduate students, if a suspected academic integrity violation occurs outside of a specific course, the case will be referred to the student’s Faculty Advisor who will serve in the role of the faculty member in the steps that follow. In the event that no Faculty Advisor can be identified, the Graduate Program Director will serve in the role of the faculty member in the process outlined below.

In the case of a suspected violation reported directly to OSRR for which an instructor of record can be identified, that office will first consult with the faculty member(s) in charge of the course(s) affected. The faculty member will determine if he or she wishes to pursue an academic penalty for the student in her or his course. Following this consultation, if the suspected violation involves multiple students, the OSRR may decide to pursue additional academic penalties outside of that course by taking the case to the University Committee on Academic Integrity for an Academic Integrity Board (AIB) hearing (see below).

In the procedures outlined below, “faculty member” refers to the faculty member in charge of the course, or, in cases in which the suspected academic integrity violation occurs outside of a specific course at the graduate level, to the student’s Faculty Advisor or Graduate Program Director.

Except where calendar day is specified, the word “day” in these procedures means any day except Saturday, Sunday, or an institutional holiday; in computing any period of time, the day on which notice is received is not counted, but the last day of the period being computed is counted.

Under documented, exceptional circumstances (e.g., the instructor of the course or the student involved will be travelling or otherwise unavailable for an extended period of time at some point during the steps described below), reasonable adjustments may be made as needed to the stipulated deadlines.

1. **Faculty member notifies student in writing of suspected violation and requests a meeting**
   When a faculty member believes an academic integrity violation has occurred in his or her class, the faculty member must request—in writing and sent by some method with evidence of dispatch (e.g., email from the faculty member’s official ECU email account to the student’s official ECU email account; hand-delivered letter accompanied by a brief form that the student signs to indicate the note was delivered; receipt-request postal mail)—that the student meet with him or her to discuss the suspected violation. This written notice must be sent to the student(s) involved within 7 calendar days of the time the suspected violation comes to the attention of the faculty member.

   In the event that the violation is discovered or the notification sent during a time when classes are not being held, the 7 calendar days will be counted starting with the next day classes are held.

   *Note that a student may not withdraw from a course while a suspected academic integrity violation is being investigated.*

   In the event that a faculty member discovers a suspected violation at a time immediately after which
he or she will no longer be under contract with the university, the instructor should refer the case, including all evidence related to the suspected violation, to the University Committee on Academic Integrity for an Academic Integrity Board hearing. The AIB will review the evidence submitted through its normal hearing procedures and impose an appropriate academic penalty if a violation is found.

In all cases, a faculty member should not penalize the student’s grade or impose any other substantial academic penalty unless and until it is determined, following the procedures below, that a violation has occurred.

2. **Student responds to notification**
   a. Upon delivery of the written notification from the faculty member, the student has 7 calendar days to contact the faculty member and schedule a meeting day and time. If the student fails to respond to faculty notification within 7 calendar days, the student will forfeit the opportunity to present his or her understanding of the situation to the faculty member.

   b. In the event of the student’s lack of response, the faculty member may find the student responsible for the violation and may impose sanctions as outlined below. In this case, the faculty member will complete an Academic Integrity Violation Form (AIV form) and submit it to the OSRR within 18 calendar days of the date on which the notice of a suspected violation was sent to the student. The OSRR will notify the student, in writing, of the faculty member’s decision and penalty within 7 calendar days of receiving the AIV form.

In the event that the student involved in the violation is a graduate student or is in a degree program that has additional penalties for or policies regarding academic integrity violations, the OSRR will also submit a copy of the AIV form to the appropriate program administrator.

The AIV form will be kept for 8 years in the OSRR, unless the student has been suspended or expelled, in which case the disciplinary record is kept permanently.

3. **Initial meeting occurs**
   a. **Scheduling.** The initial meeting between the faculty member and the student suspected of an academic integrity violation should be held within 18 calendar days of the time that the suspected violation has come to the attention of the faculty member.

   b. **Nonparticipating observer(s).** The student and the faculty member may each have a nonparticipating observer at the initial meeting. The faculty member’s nonparticipating observer should be another faculty member from the department. The chair of the department should be notified of the meeting. The student may select a faculty member or student who is not involved in the suspected violation. The observer(s) is/are to watch the procedures impartially and take careful notes for reference in the event of an appeal of the decision made by the faculty member (see Appeals of Decisions, below).

   c. **Meeting procedures.** At the meeting, the faculty member will explain the reasons for his or her suspicion of an academic integrity violation. The student will be given the opportunity to respond and to explain any circumstances that he or she believes the faculty member needs to consider with regard to the situation.

4. **Faculty member determines outcomes of the initial meeting**
One of the following outcomes of the initial meeting will be communicated to the student within 10 calendar days of the meeting:
a. No violation found—no penalty. If the faculty member believes that no violation occurred, he or she will impose no penalty. He or she will notify the student in writing of this decision, and no AIV form will be submitted to the OSRR.

b. Violation found—academic penalty assigned by faculty member. If the faculty member believes there has been a violation, he or she will assign an appropriate academic penalty, including, for instance, reducing the grade on the assignment or reducing the course grade. The faculty member’s penalty can be as severe as failure for the course and a grade of “XF” recorded on the student’s transcript to indicate that failure in the course was the result of an academic integrity violation. The “X” designation must remain on the student’s transcript for at least one year and will be removed from the official transcript after one year only if the student has completed the academic integrity training module and obtained the approval of the Director of the OSRR. The approval of the Director of the OSRR must be obtained through the submission of a formal written request for removal of the “X” designation. Courses in which a student receives a grade of “XF” are not eligible for grade replacement even if the “X” is removed from the official transcript with the approval of the Director of the OSRR. In all cases, courses for which a student receives an “XF” will be factored into the student’s GPA, even if the “X” is removed from the official transcript and the course is retaken.

The faculty member will impose an academic penalty by completing an Academic Integrity Violation Form (AIV form, available from the OSRR). The completed AIV form will be submitted by the faculty member to the OSRR within 10 calendar days after the initial meeting. The OSRR will notify the student, in writing, of the faculty member’s decision and penalty within 7 calendar days of receiving the AIV form.

In the event that the student involved in the violation is a graduate student or is in a degree program that has additional penalties for or policies regarding academic integrity violations, the OSRR will also submit a copy of the AIV form to the appropriate program administrator.

The AIV form will be kept for 8 years in the OSRR, unless the student has been suspended or expelled, in which case the disciplinary record is kept permanently.

Violation found—severe enough for referral to University Committee on Academic Integrity (UCAI, see below) for an Academic Integrity Board (AIB) hearing. If the faculty member believes that a failing grade in the course alone is inadequate disciplinary action given the severity of the violation, he or she may recommend to the OSRR that the case be forwarded to the UCAI to pursue further action (see below). The OSRR will inform the student of the referral to the UCAI within 7 calendar days of receiving the faculty member’s recommendation. Note that the role of the AIB hearing in this case is not to review the faculty member’s assignment of an academic penalty but to determine if additional sanctions should be assigned.

Students with repeated violations
If, upon receiving an AIV form from a faculty member, the OSRR discovers that the student has prior academic integrity violations in his or her file, the case will be referred to the UCAI for an AIB hearing to consider more severe academic penalties. If a student is suspended or expelled as a result of an academic integrity violation, a record of the penalty will be kept permanently in the student’s file.

Violations involving multiple students
The OSRR will receive all reports of violations involving multiple students (for example, paper mills or cheating rings). Faculty members, students, and community members should, in all cases, report
suspected violations involving multiple students to the OSRR. In the event that the OSRR receives credible reports of multi-student violations, that office reserves the right to refer the case to the University Committee on Academic Integrity for an AIB hearing.

**Appeals of Decisions Reached by the Faculty Member**

**Conditions for Appeal**

If a faculty member imposes a grade penalty or other substantial academic penalty for a first violation of the academic integrity policy, the student may only appeal the decision to the Academic Integrity Appeal Board (AIAB, see below) if one of the following applies:

- The student believes that the faculty member has not sufficiently supported his or her decision based on the materials discussed during the initial meeting.
- The student believes that the penalty is not appropriate for the violation and/or is in conflict with course policies as stated in the syllabus. Note that if specific penalties are indicated in the course syllabus, it is expected that students who have violated the academic integrity policy will be held to those penalties.

A student may appeal a faculty member’s imposition of a penalty even if the faculty member has not properly followed the steps outlined above. In such a case, the faculty member should, upon receiving notice that a student has appealed an academic penalty imposed as a result an academic integrity violation, fill out the AIV form indicating the violation and the academic penalty imposed, submit the form to the OSRR, and participate in the appeal process as outlined below.

**Process for Appeals**

Students wishing to appeal a faculty member’s imposition of a penalty for an academic integrity violation must complete the “Academic Integrity Violation Appeal Form,” available from the OSRR. Upon receipt of the completed appeal form, a three-member panel, consisting of one administrator from the OSRR, and one trained student and one trained faculty member from the University Committee on Academic Integrity (UCAI, see below), will review the appeal request to determine if it is appropriate to forward to the Academic Integrity Appeal Board (AIAB, see below). The student and faculty member participating in this panel will not be eligible to participate in any subsequent hearing of the AIAB. If the three-member panel determines that there is no clear basis for appeal in the student’s request, it will report this finding to the student, who may, if desired, revise his or her appeal request and submit it for reconsideration. Request for appeal through the “Academic Integrity Violation Appeal Form” may only be revised and resubmitted once for each academic integrity case. If a student’s request for an appeal is found to be without sufficient basis for a second time, the faculty member’s initial academic penalty shall stand and no other avenues of appeal may be pursued.

**Time Limit on Appeals**

A student wishing to appeal an academic integrity penalty must submit the “Academic Integrity Violation Appeal Form” to the OSRR within 7 calendar days after receiving notification of the decision made by the faculty member. Failure to do so will result in the faculty member’s initial academic penalty being the final, and no further appeal will be possible.

**University Committee on Academic Integrity (UCAI)**

**Composition/Membership**

1. Faculty members - Sixteen faculty members, at least six of whom should have graduate faculty status, elected for three-year staggered terms by the Faculty Senate.

2. Student members – Sixteen students, at least six of whom should be graduate students, elected by and from among the members of the Student Conduct Board. These students shall serve
for a year and may be reelected for one additional year.

The Director of the OSRR, or designee, shall serve as administrative officer of the committee, but shall not participate in hearings.

Academic Integrity Board (AIB)
When a case is referred directly to the UCAI (for example, in the case of repeat violations, multi-student violations, or suspected violations at the undergraduate level that occur outside of a specific course), a panel of five UCAI members—three faculty members and two students—will be selected to serve as the AIB for the case. If the case involves possible violations by a graduate student, every attempt should be made to ensure that all three faculty members on the board have graduate faculty status, but in all cases at least two of the three faculty members must have graduate faculty status. In cases involving possible violations by graduate students, the student members of the board must be graduate students. The AIB is charged with determining whether a student has violated this policy and, if appropriate, assigning sanctions. The AIB will select a chair from among its faculty membership. All members of the AIB may vote on the selection of a chair.

Academic Integrity Appeal Board (AIAB)
In the case of appeals of decisions made by a faculty member or by the AIB, a panel of five UCAI members—three faculty members and two students—will be selected to serve as the AIAB. In the case of appeals to decisions reached by the AIB, the UCAI members hearing the appeal should not have ruled on the initial case. If the appeal involves possible violations by a graduate student, every attempt should be made to ensure that all three faculty members on the appeal board have graduate faculty status, but in all cases at least two of the three faculty members must have graduate faculty status. In cases involving possible violations by graduate students, the student members of the appeal board must be graduate students. The AIAB will select a chair from among its faculty membership. All members of the AIAB may vote on the selection of a chair.

Bias
Individuals coming before either the AIB or the AIAB may challenge the participation of any panel member due to his/her previous knowledge, experience, belief, or emotion that would influence decision making either positively or negatively. The challenging party will be asked to provide specific reasons for the challenge. The Chair of the UCAI along with the Director of the OSRR, or designee, will determine whether the identified panel member should be removed. If the removal of a panel member results in less than five panel members being able to serve, parties will be given the option to continue with the existing panel or to reschedule the hearing for review by a full panel.

Procedures for the AIB and the AIAB
The Director of the OSRR, or designee, will notify the parties involved of a meeting of the AIB or the AIAB (whichever board is appropriate) within 10 calendar days of receiving an appeal that has been forwarded by the three-member appeal review panel or notice of a case that requires an AIB hearing. The faculty member (if appropriate), the student, witnesses, Student Advisors, and the Student Case Presenter (see below) shall be provided not less than 10 calendar days' notification of the date, time, and place of the meeting. Appropriate waivers of the Family Educational Rights and Privacy Act (FERPA) must be obtained prior to any hearing. A grade for the student in the course must be submitted, the faculty member shall record a grade of incomplete, pending a decision by the board.

Those who may be present at a hearing include
1. The student, who has the right to be accompanied by a Student Advisor
2. The faculty member, who has the right to be accompanied by a Student Advisor
3. A Student Case Presenter, who gives an extensive and detailed summary of the case and presents materials relevant to the case
4. The Director of the OSRR (nonparticipating)
5. Witnesses for the faculty member or student
6. Any other person called by the chair

Attorneys are not permitted to participate unless the student is facing pending criminal charges stemming from the incident in question. In such situations, the attorney may only advise his/her client. The attorney is not permitted to ask questions or present information. The student will assume all responsibility for attorney fees.

Should the student or the faculty member (if appropriate) fail to appear without prior approval of the administrative officer, the AIB or AIAB will proceed with an absentia hearing.

Detailed procedures for AIB and AIAB hearings are available from the Office of Student Rights and Responsibilities.

A majority of the appropriate board will decide the issue. The chair will vote only in the case of a tie.

The Director of the OSRR, or designee, will serve as administrative officer and is responsible for maintaining accurate and complete records of the proceedings.

The Director of the OSRR, or designee, will notify each party in writing, and by some method with evidence of receipt (e.g., hand delivery letter or via receipt-request postal mail), of the decision of the board within 10 calendar days after the conclusion of the hearing.

In the event that the student involved in the violation is a graduate student or is in a degree program that has additional penalties for or policies regarding academic integrity violations, the OSRR will also submit a copy of the AIV form to the appropriate program administrator.

Possible Actions by the AIB and AIAB
1. Determination that the evidence is insufficient to sustain the charge or charges. In the case of an appeal of a decision reached by a faculty member, the academic penalty imposed by the faculty member will be removed. When this action is taken, in order to protect both the student and the faculty member, continuation in the class(es) and other related issues must be resolved by the unit administrator in consultation with the student and the faculty member. If the department chair is involved in the case, the dean will resolve any issues. In the event that the faculty member or student wishes to appeal the unit administrator’s decision, final authority rests with the dean. Any special arrangements for continuation in the course (e.g., switching the student into another section of the course for the remainder of the semester, arrangements for outside assessment/grading of student work, etc.) must be agreed to in writing and kept by the dean, unit administrator, and student for 8 years.

2. Determination that the evidence is sufficient to support the charge or charges. The board’s actions may include, but are not limited to, one or more of the following:
   a. Sustain, following a student appeal, the academic penalty imposed by the faculty member or the AIB.
   b. Issue, following a student appeal, a revised academic penalty if the initial penalty is deemed too severe for the violation. This action may only be taken in cases in which specific penalties for specific violations are not clearly stated in the course syllabus. In all cases in which there is
sufficient evidence to support the charges and the specific penalties for violations are clearly stated in the course syllabus, those penalties will be upheld.

c. Recommend, in cases where a suspected violation has been directly referred to the AIB, that the faculty member(s) involved assign a failing grade for the course or some portion thereof.

d. Recommend that the Provost, in accordance with policies and procedures of the UNC policy manual, impose disciplinary suspension from the University for a designated period of time.

e. Recommend that the Chancellor, in accordance with policies and procedures of the UNC policy manual, impose expulsion from the University. The academic transcript records the expulsion permanently.

f. Recommend to appropriate offices or units that a degree be revoked should a violation be discovered after graduation.

g. Recommend to appropriate offices or units that the student be removed from employment as a graduate assistant.

h. Recommend to the Dean of the Graduate School that the student be dismissed from his or her graduate program.

i. Recommend to appropriate offices or units that the student be required to attend a period of counseling with a member of the university staff or a counseling professional of the student's choice and at the student's expense. It will be the responsibility of the student to provide evidence to the OSRR of having fulfilled this requirement.

j. Recommend to appropriate offices or units that the student be prohibited from officially representing the university in any capacity (as a member of an athletic team, as a member of a campus organization or group, etc.)

k. Assign, and ensure the completion of, an educational task.

Appeals of decisions reached by the Academic Integrity Board and Academic Integrity Appeal Board:
The student may appeal an original decision of AIB to the AIAB following the “Process for Appeals” explained above.

With the exception of cases in which a student is being expelled from the university, the decisions of the AIAB are final, and no other avenues of appeal may be pursued. If the student is being expelled from the university, s/he has a right to appeal the decision to the Chancellor, the East Carolina University Board of Trustees, and finally to the University of North Carolina Board of Governors.

Annual Reports
At the end of each academic year, the University Committee on Academic Integrity shall prepare a report that summarizes its work. This annual report shall be submitted early in the fall semester to the Faculty Senate, the Student Government Association Legislature, and the Academic Council.

Approved: April 26, 1983, East Carolina University Chancellor
Amended: January 18, 1985, East Carolina University Chancellor
Amended: June 8, 2011, East Carolina University Chancellor
APPENDIX L

SEXUAL HARASSMENT, DISCRIMINATION, AND CONFLICTS OF INTEREST POLICIES

SECTION I. RATIONALE

Well-publicized policies and procedures such as these will help to create an atmosphere in which individuals who believe that they are the victims of sexual harassment or discrimination are assured that their grievances will be dealt with fairly and effectively. It is more important still to create an atmosphere in which instances of sexual harassment or discrimination are discouraged. Toward this end, all members of the university community should understand that sexual harassment, sexual discrimination, and sexual exploitation of professional relationships violates the university’s policy and will not be tolerated. Members of the university community are encouraged to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of harassment or discrimination prohibited under these policies. East Carolina University will take every step to resolve grievances promptly and confidentially. Any act by the university’s employees or students of reprisal, interference, restraint, penalty, discrimination, coercion, or harassment against a student or an employee for using these policies responsibly interferes with free expression and openness, and violates this policy. Accordingly, members of the university community are prohibited from acts of reprisal against individuals who bring charges or are involved as witnesses or otherwise try to use these policies responsibly.

SECTION II. POLICY ON SEXUAL HARASSMENT, DISCRIMINATION, AND CONFLICT OF INTEREST

A. Introduction – Sexual harassment and discrimination are illegal and 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 engage fully in the learning process. Further, amorous relations between a student and a university employee who is responsible for supervising or evaluating the student, or between an employee and the person supervising that employee, any derogate the merit principle of supervision and evaluation. This policy is the university’s statement of its intent to prohibit sexual harassment and discrimination, and to prohibit amorous relations between the university’s employees and students, and employees and supervisors when these relations create a risk of favoritism.

B. Definitions

B-1. Sexual harassment – The following constitute sexual harassment:
1. Making verbal remarks or committing physical actions that propose to people of either sex that they engage in or tolerate activities of a sexual nature in order to avoid some punishment or to receive some reward;

2. Singling out people of either sex and creating or attempting to create a hostile university or working environment or otherwise attempting to harm or harming people because of their sex;

3. Continuing verbal or physical conduct of a sexual nature when a person or persons the conduct is directed toward has indicated clearly, by word or action, that this conduct is unwanted.

B-2. Sexual Discrimination – Sexual discrimination consists of actions that subject employees or students to unequal treatment on the basis of their sex.

B-3. Conflicts of Interests – Consensual amorous relationships in which one person is responsible for supervising or evaluating the other create conflicts of interest because they impair or reasonably can be expected to impair the professional judgment of the supervisor.

C. Policy – It is the responsibility of members of the university community to strive to create an environment free of sexual harassment and discrimination and free of unprofessional bias in the supervision and evaluation of students and employees.

C-1. It is against the policies of East Carolina University for its employees or students to propose to other employees or students that they engage in or tolerate activities of a sexual nature in order to avoid some punishment or to receive some reward.

C-2. It is against the policies of East Carolina University for its employees or students to create a hostile environment or work place environment for an individual or group because of the individual’s or the group’s sex.

C-3. It is against the policies of East Carolina University for its employees or students to subject other employees or students to unequal treatment on the basis of their sex.

C-4. It is against the policies of East Carolina University for the employees or students to continue verbal or physical conduct of a sexual nature when the employees or students of the university toward whom such conduct is directed indicate clearly, by word or action, that such conduct is unwanted.

C-5. It is against the policies of East Carolina University for any employee of the university to engage in consensual amorous relationship with students or other university employees whom the employee is or will be supervising or evaluating. (This policy does not apply in cases where both the amorous relationship and the supervising or evaluating relationship were initiated before the policy’s adoption date).
SECTION III. GRIEVANCES AGAINST EAST CAROLINA UNIVERSITY STUDENTS

Complaints brought against East Carolina students by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures presented in The Code Book.

SECTION IV. GRIEVANCE AGAINST EAST CAROLINA UNIVERSITY STAFF

Complaints brought against East Carolina University staff by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in the East Carolina University Business Manual, Volume 2, Section VIII.
APPENDIX M
RACIAL AND ETHNIC HARASSMENT POLICY

Racial and Ethnic Harassment Policy

Section I. Rationale

The faculty, staff, administration, and students of East Carolina University maintain that it is important to create an atmosphere in which instances of racial and ethnic harassment are discouraged. Well-publicized policies and procedures such as these will help to create an atmosphere in which individuals who believe that they are the victims of racism or ethnic harassment are assured that their grievances will be dealt with in a timely, confidential, fair, and effective manner. Toward this end, all members of the university community should understand that racial and ethnic harassment violates university policy and will not be condoned. Members of the university community are encouraged to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of harassment prohibited under these policies. Any act by a university employee or student of reprisal, interference, restraint, penalty, discrimination, coercion, or harassment against a student or an employee for using these policies responsibly interferes with free expression and openness and violates this policy. Accordingly, members of the university community are prohibited from acts of reprisal against those who bring charges or are involved as witnesses or otherwise try to responsibly use this policy.

Section II. Racial and Ethnic Harassment Policy

1. Introduction. Racial and/or ethnic harassment endangers the environment of tolerance, civility, and mutual respect that must prevail if the university is to fulfill its mission. Such harassment will not be condoned by members of the university community. This policy is the university’s statement of its intent to protect its educational environment by prohibiting specific forms of racial and/or ethnic harassment. The university recognizes that the free and unfettered interchange of competing views is essential to the institution’s educational mission, and that the peoples’ right to express opinions is guaranteed by the United States Constitution.

2. Definitions. The following constitute racial and/or ethnic harassment:

1. Singling out people because of their race or ethnic affiliation and subjecting them to unequal or unfair treatment.
2. Harming, attempting to harm, or threatening to harm people because of their race and/or ethnic affiliation.

3. Policy. It is the responsibility of members of the university community to strive to create an environment free of racial and/or ethnic harassment.

C-1. It is against the policies of East Carolina University for its employees or students to single out employees or students of the university because of their race or ethnic affiliation and subject them to unequal or unfair treatment.

C-2. It is against the policies of East Carolina University for its employees or students to single out employees or students of the university or visitors to the university because of their race or ethnic affiliation and subject them to conduct which causes severe emotional disturbance.

Section III. Grievances Against East Carolina University Students

Complaints brought against East Carolina University students by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures presented in the Clue Book.

Section IV. Grievances Against East Carolina University Staff

Complaints brought against East Carolina University staff by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in the East Carolina University Business Manual, Volume 2, Section VIII.

Section V. Grievances Against East Carolina University Faculty Members or Administrators Holding Faculty Status

Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators, or visitors ordinarily are governed by the grievance procedures stated in the East Carolina University Faculty Manual, Appendix X. However, if a faculty member raises allegations of racial or ethnic harassment or discrimination during a hearing he or she requested before the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee (in accordance with the policies and procedures set forth in the East Carolina University Faculty Manual, Appendix D), the relevant committee shall determine the merits and bearing, if any, of the allegations raised by the faculty member on the matter before the committee. Such actions by the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee shall not preclude a faculty member from independently bringing a complaint of racial or ethnic harassment or discrimination in accordance with the grievance procedures stated in the East Carolina University
Faculty Manual, Appendix X. The outcome of an Appendix X grievance brought by a faculty member against other faculty members or administrators holding faculty status either may be appealed in accordance with the provisions for appeal set forth in section J of Appendix X or may be appealed before the Faculty Affairs Committee in accordance with the policies and procedures set forth in Appendix D of the East Carolina University Faculty Manual, but not both.
APPENDIX N

IMPROPER RELATIONSHIPS BETWEEN STUDENTS AND EMPLOYEES POLICY

Policy of the Board of Governors of the University of North Carolina Concerning Improper Relationships Between Students and Employees

The University of North Carolina does not condone amorous relationships between students and employees. Members of the University Community should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. Further, sexual relationships between unmarried persons can result in criminal liability. In two types of situations, University prohibition and punishment of amorous relationships is deemed necessary: (1) when the employee is responsible for evaluating or supervising the affected student. (2) When the student is a minor as defined by North Carolina law.

The following policies shall apply to all employees and students of the sixteen constituent institutions.

a. Prohibited Conduct

a. It is misconduct, subject to disciplinary action, for a University employee, incident to any instructional, research, administrative, or other university employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law, or marriage.

b. It is misconduct, subject to disciplinary action, for a University employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of 18 years.

b. Definition of Terms

a. “Amorous relationship.” An amorous relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.

b. “Related by blood, law, or marriage” means:
i. Parent and child  
ii. Brother and sister  
iii. Grandparent and grandchild  
iv. Aunt and/or uncle and niece and/or nephew  
 v. First cousins  
 vi. Step-parent and step-child  
 vii. Husband and wife  
 viii. Parent-in-law and children-in-law  
 ix. Brothers-in-law and sister-in-law  
 x. Guardian and ward

c. “Evaluate or supervise” means:

- To assess, determine, or influence (1) one’s academic performance, progress, or potential or (2) one’s entitlement or eligibility for any institutionally conferred right, benefit, or opportunity

- To oversee, manage, or direct one’s academic or other institutionally prescribed activities


c. Corrective Action

Violations of the provisions of Section-A shall be addressed in accordance with remedial measures prescribed by each constituent institution; if disciplinary action is brought against an affected employee, it shall be conducted in accordance with existing institutional policies and procedures prescribed for prosecuting misconduct charges against members of the class of employment of which the affected employee is a member.

For more information on University Policies visit http://www.ecu.edu/studenthandbook/policies.htm
APPENDIX O

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following:

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to “maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.” The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates, is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residency information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents' Domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child’s status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstances insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one’s spouse are, however, relevant information in determining residenciary intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the state in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residenciary acts accompanied by residenciary intent. In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for application tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have
been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

**Grace Period.** If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months period ends during an academic term for which the person is enrolled at a state institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domicile outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

**Minors.** Minors (persons under eighteen years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

4. If a minor’s parents live apart, the minor’s domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor’s domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person

1. upon becoming an adult “acts, to the extent that the person’s degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina” and

2. “begins enrollment at an institution of higher education not later than the fall academic term following completion of higher education prerequisite to admission at such institution.”

5. If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months’ duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months’ duration pursuant to this provision continues to be a legal resident of the state only so long as he or she does not abandon North Carolina domicile.

**Lost But Regained Domicile.** If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a twelve month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of this provision only once.

**Change of Status.** A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program, which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with
corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

Copies of the most current North Carolina residency manual are available for inspection in the university residence classification office, Joyner Library, and Health Sciences Library. Students are responsible for being familiar with the contents of this source of regulation.

Deadline for Application. Any persons applying for the in-state rate of tuition should complete the current Residence Status Application and return it to the university residency classification office, in the Office of Admissions, at least three weeks prior to registration day for the semester or term they are seeking in-state tuition. The Residence Status Application can be downloaded from the Graduate School website.
APPENDIX P

LIST OF PERTINENT WEBSITES

HDFS Websites

Department's Homepage - http://www.ecu.edu/HHP/HDFS/

Graduate Programs

- BK MAED - http://www.ecu.edu/HHP/HDFS/bkma.html
- HDFS – http://www.ecu.edu/HHP/HDFS/msHDFS.html
- FACS MAED - http://www.ecu.edu/HHP/HDFS/famconMAed.html
- MFT - http://www.ecu.edu/HHP/HDFS/mftms.html
- PhD - http://www.ecu.edu/HHP/HDFS/medphd.html

Other helpful information

- Graduate School http://www.ecu.edu/gradschool/
- Application 
  http://www.ecu.edu/gradschool/ecuhtm_files/appinfo.htm
- TeaHHP education and licensure requirements:
  - http://www.ecu.edu/cs-educ/
  - http://www.ecu.edu/cs-educ/teaHHPd/Index.cfm
- HDFS Departmental website: www.ecu.edu/HHP/HDFS/

Distance Education

- http://www.ecu.edu/HHP/HDFS/bsbkde.html
- http://www.ecu.edu/cs-educ/teaHHPd/Index.cfm

APA Style Websites


A. http://www.apastyle.org/aboutstyle.html
B. http://wwwold.ccc.commnet.edu/apa/
E. http://www.wisc.edu/writetest/index.html
F. http://www.meguffey.com/writing.html
nt
H. http://www.liu.edu/cwis/CWP/library/workshop/citapa.htm
I. http://www.wooster.edu/psychology/apa-crib-html
J. http://bedfordstmartins.com/online/cite6.html