

EAST CAROLINA UNIVERSITY  
FACULTY MANUAL

PART VI

Teaching and Curriculum  
Regulations, Procedures, and  
Academic Program Development

## PART VI

### TEACHING AND CURRICULUM REGULATIONS, PROCEDURES AND ACADEMIC PROGRAM DEVELOPMENT

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(Text moved from former Part IV and former Part V)

PART VI - TEACHING AND CURRICULUM REGULATIONS, PROCEDURES  
AND ACADEMIC PROGRAM DEVELOPMENT

SECTION I

Teaching Regulations and Guidelines Related to Faculty  
(Text moved from former Part V)

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This section provides a framework that permits the University to perform its academic mission uniformly and efficiently. Faculty members are expected to execute their teaching and advising duties within the context of these policies.

- I. Faculty Workload
  - A. Faculty Workload is defined by the Faculty Workload Administrative Regulation. This regulation describes how workloads are determined at the university, college, and departmental levels. The Brody School of Medicine and the School of Dental Medicine are governed by separate workload regulations. Refer to the University Regulation on [Faculty Workload](#) for more information.
  - B. The individual faculty workload is discussed in Part VIII, Section I - Personnel Policies and Procedures for the Faculty, *ECU Faculty Manual*.
  - C. Course reduction and reassigned time – Faculty members may apply for and be granted course reductions for the relevant period. Faculty who are granted a course reduction, shall be informed in writing by the unit administrator or department chair, including the purpose for the reduction. A faculty member may apply for and receive 100 percent reassigned time for the relevant period, according to the [Faculty Scholarly Reassignment](#) Regulation ([UNC Policy](#)

[300.2.6](#) - *Guidelines on Reassigned Time for Faculty*) and upon the recommendation of the faculty member's department, school, or college personnel committee, the unit administrator and the next higher administrator, and upon the final approval of the appropriate vice chancellor.

- D. The summer session, consisting of two summer terms, provides course work equivalent to that of the academic year. No faculty member can be guaranteed a teaching assignment in the summer session; tentative appointments (full time and part time) are made pending enrollment statistics. No faculty member on a nine-month contract will be assigned to more than one summer term in a session except when all faculty (including fixed term faculty) in the unit have had an opportunity to teach one term or in case of curriculum necessity. (FS Resolution #12-37, March 2012)

## II. Office Hours

In addition to teaching, each instructor must maintain office hours five hours during a work-week to be available to advisees and to campus and online students who wish to consult with him or her. It is strongly recommended that the instructor be available either on campus or online at least one hour each day during the work-week. Instructors who teach only face to face Courses: Instructors must maintain office hours in a designated location for a minimum of five hours during the work-week to be available to counsel students or to answer email.

Instructors who teach only online courses: Instructors must establish a time frame of a minimum of five hours during the work-week in which they are available to answer email from students who wish to consult with them.

Instructors who teach a hybrid online face to face course or a combination of online and face to face courses: Instructors must maintain office hours in a designated location for a minimum of five hours during the work-week to be available to counsel students to answer the email of their online students.

Each Instructor is to submit to the unit administrator a schedule of their office hours and the unit administrator is to have a complete schedule of the office hours of all Instructors of the unit. The office hour availability schedule is to be posted on the Instructor's office door and/or on the online course website. (FS Resolution #10-53, April 2010)

## III. Faculty Academic Advising: Undergraduate and Graduate

Academic advising is a primary responsibility of faculty which is integral to student success. Student and faculty interaction outside the classroom is associated with greater student engagement and learning. The important contributions of faculty academic advising should be recognized at all levels of the university.

The academic advising process provides the opportunity for faculty members to influence students' approach to the learning experience and better understand the Liberal Arts Foundations, the major discipline, and related careers.

In those academic units in which faculty are assigned undergraduate academic advising faculty members are expected to meet these responsibilities by:

- Being familiar with the undergraduate catalog, knowing the foundation curriculum requirements and the requirements of the majors in their unit.
- Making advising readily available during the semester.
- Encouraging student decision-making and responsibility for their educational progress.
- Discussing the rationale and integration of the liberal arts foundations with the coursework and experiences in the major and minor field of study.
- Assisting the student in identifying and pursuing educational goals and objectives and in securing information about career opportunities.
- Promoting major-related student organizations, including interest, service, honorary, and professional organizations as available.
- Working closely with students on senior summaries to assure their accuracy.
- Making appropriate referrals to other university resources when necessary to assist the student.
- Maintaining files and notes on student progress.  
(FS Resolution #10-64, April 2010)

#### Graduate Advising

Advising for graduate students involves both mentoring and teaching. Faculty members who advise graduate students are expected to meet these responsibilities by:

- Being familiar with the graduate catalog and university policies that affect graduate students.
- Modeling and maintaining professional and ethical standards of conduct.
- Making advising readily available during the semester.
- Clarifying program requirements.
- Setting clear goals and reasonable expectations for student progress.
- Providing intellectual guidance in support of students' scholarly/creative activities.
- Proactively addressing student problems and issues.
- Promoting student participation in professional organizations and conferences.
- Assisting students in developing a realistic view of the field and the job market following graduation.
- Making appropriate referrals to other university resources when necessary to assist the student.
- Maintaining appropriate files and notes on student progress.
- Filing the graduation summary documents.

Note: The faculty member who is the department graduate advisor and has the role expressed above may be different than the thesis/internship/dissertation advisor who has the responsibility of directing the research and writing of the thesis, internship report, or dissertation. (Approved, Graduate School Administrative Board, April 26, 2010)  
(FS Resolution #10-70, September 2010)

#### IV. Ordering Textbooks and Collateral Material

All items, including textbooks and supplies, that the students are expected to purchase should be requisitioned each semester in a format provided by the Dowdy Student Stores. Book requisitions received on the requested due dates allow the store time to prepare buy back lists used in purchasing from the students any book that they no longer need. This

helps the students to keep the total costs of textbooks down as much as possible.

In a cooperative arrangement the Dowdy Student Stores provides an instructor publishing service for supplemental course materials. The store provides quality academic course materials that are sold alongside the textbooks for the course. The course pack department of the store will obtain copyright permission, process orders, and calculate and collect royalties. This service is provided at no charge to your department. A complimentary desk copy of their course pack is available to the instructors upon request.

Unit administrators or their designees will inform instructors when textbook and course supply orders are due. Instructors submit a requisition for each course providing the information needed to order the necessary books and supplies. If no textbook is required for a course this should be so noted. Unit administrators should retain a copy of the requisitions in each departmental office for future reference.

When special instructional materials (e.g., magazines, field-related supplies, etc.) are required for a course, the Institutional Trust Funds Office within the Division of Administration and Finance should be contacted in order to provide guidance regarding the special course fee process and whether these services can be provided by the Dowdy Student Stores. (FS Resolution #11-47, March 2011)

#### V. Course Expectations and Requirements (revised 5-17)

High expectations for student achievement are important for a high quality education and allow students to optimally benefit from their educational experience at East Carolina University. Further, having students clearly understand course expectations is crucial for their successfully completing a course, which in turn affects student retention. The course syllabus informs students of the expectations and requirements of the course and reduces the likelihood of problems later in the semester. The syllabus is a tool that helps both faculty and students accomplish the university's primary mission of teaching and learning. Faculty members are required to make a course syllabus available for students on or by the first day of each course.

For standard courses, whether delivery is regular face-to-face, online, or mixed, a course syllabus is required to clearly state the instructor's office location, office phone, email, and office hours. The syllabus is also required to list the instructor's policy on the following: textbook(s) and other required course materials, student learning outcomes, assignments and tests, evaluation system and grading scale, late work, academic integrity, and accommodations for students with a disability. Further, it is recommended that faculty members include in the syllabus a course description, a statement on attendance expectations, and a statement on continuity of instruction.

For non-standard courses, including Independent Study Courses, regardless of delivery method, a learning contract must be submitted for the approval of the unit administrator. The learning contract must clearly specify the course requirements, including but not limited to the expected student learning outcomes, number of hours of expected work, grading information, and scheduled meeting times with the faculty member. To generate a learning contract for a non-standard course, faculty should complete a form similar to this [example](#). When the form is submitted, a learning contract is automatically generated and sent by e-mail to the unit administrator for approval.

For campus resources for students with disabilities, contact the Department for Disability Support Services (<http://www.ecu.edu/accessibility/>). For definitions of academic integrity and procedures for dealing with infractions, see Part VI, Section II of the Faculty Manual (<http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6section2.pdf>) and the Office of Student Rights and Responsibilities (<http://www.ecu.edu/osrr/>). Faculty members can also contact the Office of Equity and Diversity (<http://www.ecu.edu/cs-acad/oed/policies.cfm>) for policies on equal opportunity and nondiscrimination. The University Writing Program can be contacted for consultation and support of writing activities and guidelines for writing-intensive courses (<http://www.ecu.edu/writing/>). The Office for Faculty Excellence (<http://www.ecu.edu/ofe/>) can provide assistance with the syllabus.

It is the responsibility of each unit administrator to have copies of syllabi and learning contracts for all courses taught in the school or department. (FS Resolution #10-08, February 2010; FS Resolution #15-40, March 2015; FS Resolution #17-48, May 2017).

## VI. Tests and Examinations

Performance on tests, quizzes, and examinations are one important indicator of student learning. Instructors should clearly describe the procedures and schedule for tests and quizzes on the course syllabus. Students who are absent from intermediate tests and quizzes with an excuse acceptable to the instructor may be given a make-up test or an excuse from taking the test at the discretion of the instructor. (FS Resolution #10-08, February 2010)

## VII. Final Examinations (revised 6-18)

The normal expectation is that the completion of both face to face and online courses will include a final examination or an alternate method of evaluating student progress. Final examinations are required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students. If a final examination is not given during the final examination period, the scheduled time for the exam must be used for appropriate instructional activity. Online courses that do not give a final exam must use the final exam week for instructional purposes. The chair of the unit is responsible for monitoring adherence to scheduled examination requirements.

The University establishes a final examination schedule each semester to reduce conflicts in course final examination and to meet the UNC established course hour requirements. There will be no departure from the schedule officially published as part of the ECU Academic Calendar except for clinical and non-traditional class schedules, including graduate level courses. Changes for individual student emergencies of a serious nature will be made only with the approval of the instructor. An incomplete (I) for the course will only be given in the case of a student absent from the final examination who has presented a satisfactory excuse to the instructor.

No test serving as a final exam may be given during regular class meetings. Faculty may not give an examination or an assignment in lieu of an examination on Reading Day. (FS Resolution #11-51, April 2011; FS Resolution #18-46, May 2018)

## VIII. Grades

### A. Grades and Grading

Instructors assign grades on the basis of their evaluation of the academic performance of each student enrolled in their courses. Course grades are based on the quality of the student's performance as evaluated by the performance criteria stated in the course syllabus.

(FS Resolution #10-08, February 2010)

## B. Posting Grades

In compliance with the Family Educational Rights and Privacy Act, faculty must not post grades by Social Security Number, Banner ID, any sequential part thereof, or any other personally identifiable characteristic. (FS Resolution #10-08, February 2010)

## C. Recording of Grades

Near the end of the semester, the University Registrar's Office sends procedural instructions to members of the teaching faculty for the posting of grades. Faculty members must submit grades electronically no later than the deadline established by the registrar's office. Instructors who fail to submit grades will be subject to the procedures outlined in [Consequences for Failure to Submit Grades](#). (FS Resolution #13-11, January 2013)

## D. Change of Grade

Grades cannot be changed after they are officially reported unless the change is initiated by the instructor and recorded by the university registrar. Except from grade changes arising from the grade appeal process no change may occur unless the instructor who gave the grade initiates the formal process of a retroactive grade change. A change in grade, other than removing a grade of Incomplete (I), for any reason, must be made within one year from the date the original grade was received. Forms for change of grade are available in school or departmental offices. (FS Resolution #10-08, February 2010)

## E. Grade of Incomplete

A grade of Incomplete (I) indicates that the completion of some part of the work for the course has been deferred. The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The grade of I should not be recorded for a student who has not completed the major portion of the work of the course. An I should not be given if the faculty member is uncertain that the student attended the course; in that case the grade of F should be assigned.

A grade of I must be removed within the time period specified in the appropriate catalog or it automatically becomes a grade of F. The instructor will set a time for the removal of the I, in no case later than three weeks prior to the end of the semester. Instructors must submit the proper change of grade form to the registrar's office at least two weeks prior to the end of the semester. If the student does not return to school, the I must be removed within one year or it automatically becomes an F. An I may not be removed by repeating the course. If a student enrolls in a course in which he or she has an I, the I will automatically become an F.

It is the student's responsibility to request arrangements for completion of the work and to request that the instructor remove the I grade. It is the responsibility of the faculty member to complete and return the change of grade form in a timely fashion.

In the event that the instructor is unavailable or cannot be contacted the unit administrator or designee will use available records including the syllabus on record to determine the appropriate grade change and submit it to the University Registrar.

Certain sequence courses, such as thesis research, may require the completion of the entire sequence before any grade other than I may be given for the earlier component. No student will be allowed to graduate with an Incomplete on his or her record. (FS Resolution #10-08, February 2010)

## F. Grade Appeal Policy

The goal of this grade appeal policy is to establish a clear, fair process by which undergraduate 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 notwithstanding 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, college, or university 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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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 college dean within ten calendar days. This committee shall

- include three faculty members from the college: one selected by the student, one selected by the instructor of record, and one appointed by the college dean. 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 college dean 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.
6. 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.
  7. The college dean shall forward a written record of the results of all grade appeals to the appropriate Vice Chancellor within fourteen calendar days. College deans shall also provide an annual summary to the Faculty Senate 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.

(FS Resolution #12-46, March 2012)

#### IX. Academic Progress

Instructors should ensure that each student has received some indication of his or her standing in the course prior to the last day to drop a course without grades. While it is understood that the procedures used to measure course objectives may differ between disciplines, instructors, particularly those of 1000- and 2000-level courses, should provide their students with the results of some form of graded response (e.g., tests, term papers) prior to the last day to drop. A student should be able to discuss progress in class with the instructor any time in the semester.

Faculty members must report to the appropriate university office the unsatisfactory standing of first year undergraduate students whose work or attendance is poor at the middle of the semester. Instructions for reporting unsatisfactory progress are sent via email each semester to the faculty. (FS Resolution #10-08, February 2010)

#### X. Class Attendance and Participation Regulations

A student's participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences

are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor's policy does not conflict with university policy. The instructor's attendance policy, along with other course requirements, will be provided to the class on a syllabus distributed at the first class meeting. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a written statement to this effect in the course syllabus. In determining the number of unexcused absences which will be accepted, the instructor should consider carefully the nature of the course, the maturity level of the students enrolled, and the consequent degree of flexibility included in the instructor's policy.

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in the case of university-excused absences, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed tests or assignments. Excused absences should not lower a student's course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

Student Health Services does not issue official written excuses for illness or injury, but will, upon request at the time of the visit, provide a note confirming that the student has received medical care. In the event that the student is seriously ill or injured at the time of final examinations the Student Health Service or the Center for Counseling and Student Development, on request of the student, may recommend a medical incomplete. Instructors should normally honor written medical excuses from a licensed medical or psychological practitioner that states the student was too ill or injured to attend class and provides the specific date(s) for which the student was unable to attend class due to the medical or psychological problem.

The Dean of Students may authorize university-excused absences in the following situations:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence, such as required military training.
3. An extreme personal emergency or serious medical condition.
4. The death of an immediate family member (such as parent, sibling, spouse or child)
5. Student participation in religious holidays.

It is the student's responsibility to obtain verification of a university-excused absence by contacting the Dean of Students. Faculty requests for university-excused absences should be submitted according to the timeline established by the Dean of Students. Requests submitted after the fact will be disapproved unless circumstances made prior approval impossible.

Instructors are expected to honor valid university-excused absences, and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of university-excused absences are required to receive approval from the instructor at the beginning of the

semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to drop the course within the schedule change period.

No instructor should urge a student to take part in an extracurricular activity at the expense of the student's class work or expect the student to appear at any practice or rehearsal if he or she has a scheduled class at that time. No class absences will be excused for practices or rehearsals. Only absences for performances and necessary travel to and from performances are excused.

A student who believes that he or she has been treated unfairly concerning absences or has been misinformed by the instructor regarding that instructor's absence policy shall have the right to appeal. The appeal shall be in writing to the instructor's department chairperson or school director, and in the event the resolution is not satisfactory, the final decision rests with the academic dean. (FS Resolution #12-62, April 2012; FS Resolution #17-79, December 2017)

#### XI. Class Roll Verification

Twice each semester—once near the beginning of the term (prior to census day) and once near the mid-point of the term—the registrar contacts each instructor in order to verify student enrollment in that instructor's classes. At the beginning of the term, the purpose of the verification is to ensure the accuracy of the lists of properly registered students. At the mid-point of the term, the purpose of the verification is to identify any students who are no longer attending class. In the event that a faculty member teaches a course in which attendance is not regularly taken, he or she should note any students who have ceased participating and submitting work. Specific instructions for responding to the registrar will accompany the requests for class enrollment verification and should be followed carefully. Due to the significant impact students' enrollment status can have on their financial aid eligibility, the amount of financial aid the university is allowed to disburse, and the amount of financial aid the university is required to return, timely faculty response to class enrollment verification requests is essential. (FS Resolution #10-10, February 2010)

#### XII. Use of Copyrighted Works (revised 5-15)

##### A. Appropriate Use of Copyrighted Works

The Copyright Act of 1976, as amended (Title 17, U.S. Code), generally protects certain rights and privileges of the copyright owner to exclude others from the right to reproduce and publicly distribute, display or perform a work, as well as revise or prepare a derivative work based upon a copyrighted work, without obtaining permission from the copyright owner. As an institution devoted to the creation, discovery and dissemination of knowledge, the University supports the responsible, good faith exercise of full fair use rights contained in the Copyright Act.

##### B. Fair Use

The "fair use doctrine" of the Copyright Act allows certain statutory exemptions applicable to academia, recognizing the fundamental non-profit mission of universities to advance and disseminate knowledge for public benefit. Section 107 of the Copyright Act specifies that these exemptions exist "for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" and requires that a person evaluate four statutory factors to determine whether a proposed use is fair. If the desired use cannot be determined as "fair", faculty members must request permission from the copyright holder or select an alternative work.

##### 1. Elements of Fair Use

Individuals from the University community who wish to make fair use of a copyright work must consider in advance the four statutory factors:

- a. Purpose and Character of the Use  
The purpose and character of the use, including whether such use is for commercial or non-profit educational purposes.
- b. Nature of the Work  
The characteristics of the work being used, including whether it has been previously published and whether it is factual or fictional.
- c. Amount of Work to be Used  
The amount, substantiality and qualitative nature of the portion used in relation to the entire copyrighted work.
- d. Effect on the Market  
The effect of the use on the potential market for or value of the work.

## 2. Support for Making Fair Use Determinations

The University's Copyright Committee, together with the Copyright Officer, shall identify educational needs of University faculty, EPA non-faculty employees, SPA staff employees, and students in complying with copyright law, including application of fair use. The Chancellor shall also maintain copyright and fair use resources at the ECU libraries. The Copyright Officer shall develop tools, resources, and training and education materials for use by the campus community and shall coordinate workshops, conferences, seminars, and other similar activities on copyright. Faculty are encouraged to review materials on the ECU Copyright website, attend events scheduled through the Office for Faculty Excellence, and contact the ECU Copyright Officer with any questions they may have. (FS Resolution #12-38, March 2012 and FS Resolution #15-69, May 2015)

## XIII. Policy to Remove Foundation Curriculum Credit

Units wishing to remove Foundation Curriculum credit from a course must send a memo to the Foundations Curriculum and Instructional Effectiveness Committee by email attachment stating the requested action and a list of the courses for which Foundation Curriculum credit should be removed. The list should include the name of the person requesting the action, and the prefix, number, and name of the course. If the course is cross-listed with another unit or is otherwise a cognate in another unit, a letter of approval from the cognate department must be submitted with the request to remove Foundation Curriculum credit. The Foundations Curriculum and Instructional Effectiveness Committee will consider the request and, if approved, will take the request to the Faculty Senate for final approval.

Additional information available at: [Revised Goals of the Liberal Arts Foundations Curriculum](#), [Foundations Assessment Guidelines](#), [Request For Foundations Credit](#).  
(FS Resolution #11-15, February 2011)

PART VI - TEACHING AND CURRICULUM REGULATIONS, PROCEDURES  
AND ACADEMIC PROGRAM DEVELOPMENT

SECTION II

Academic Integrity  
(Text moved from former Part IV)

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I. 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.

II. 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.

#### A. 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,

- Fabrication is making up data or results and recording or reporting them.
- 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.
- Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.
- Research misconduct does not include honest error or differences of opinion.

#### B. 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.

## C. 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 traveling 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.

- c. 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.

- D. Appeals of Decisions Reached by the Faculty Member
  - 1. 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.

## 2. 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.

## 3. 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.

## E. 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.

#### F. 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.

#### G. 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.

#### H. 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.

#### I. 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. If 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

- The student, who has the right to be accompanied by a Student Advisor
- The faculty member, who has the right to be accompanied by a Student Advisor
- A Student Case Presenter, who gives an extensive and detailed summary of the case and

- presents materials relevant to the case
- The Director of the OSRR (nonparticipating)
- Witnesses for the faculty member or student
- 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.

#### J. 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.

#### K. 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.

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Approved: April 26, 1983, East Carolina University Chancellor

Amended: January 18, 1985, East Carolina University Chancellor

Amended: June 8, 2011, East Carolina University Chancellor

PART VI - TEACHING AND CURRICULUM REGULATIONS, PROCEDURES  
AND ACADEMIC PROGRAM DEVELOPMENT

SECTION III  
Distance Education Policies  
*(Revised 6-18)*

CONTENTS

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- VII. Evaluation of Distance Education

Distance education is a formal educational process in which the majority (i.e. more than 50%) of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use Internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs if used as part of the distance learning course or program. (The Southern Association of Colleges and Schools Commission on Colleges definition of “distance education”.)

I. Distance Education Courses and Programs

Programs offered via distance education shall be consistent with the mission of East Carolina University and the academic unit offering the courses or programs. There shall be no distinctions in academic rigor or content between programs offered through distance education and those offered on campus. Development of new online programs and courses will follow the same development and approval procedures as face-to-face programs and courses (Part VI). Selection of courses and programs to be offered via distance education is the purview of the offering academic unit. The academic units shall provide oversight of programs and courses delivered via distance education to ensure that each is coherent and complete and has learning outcomes appropriate to the level and rigor of the course or program.

II. Oversight of Distance Education

The Office of the Provost shall ensure that academic units adhere to the distance education policies described in this section. The instructor assumes primary responsibility for ensuring the rigor of programs and the quality of instruction offered through distance education.

III. Courses Delivered by Distance Education

The instructor teaching a distance education course shall have the same control of content and instruction as in face-to-face courses, consistent with university policies on instruction and academic freedom. Proposals for distance education courses shall be evaluated at the department or school, college and university level. The instructor, unit curriculum committees, and the unit administrator play a significant role in guiding the development and implementation of distance education courses. Only those proposals demonstrating suitable content and sufficient quality and rigor shall be approved.

Instructors develop syllabi for distance education courses consistent with the ECU Standards for Online Learning. These standards address learning objectives and other things necessary for student success in distance education courses. The structure of distance education courses and programs reflects consideration of the challenges of time management and the risk of attrition for students in these courses. Course design takes into consideration the need for and importance of interaction between instructors and students and among students.

#### IV. Fostering Academic Integrity in Distance Education

Distance education courses, whether they are fully online or blended, pose new challenges in maintaining academic integrity for both faculty and students. Specifically, the ease of access provides a persistent temptation for students to access the work of others without providing appropriate attribution, or to search for an exam answer during a closed-book assessment. It is thus our shared responsibility to provide students with clear, unambiguous guidelines regarding the academic unit and university expectations for ethical behavior in the digital environment.

This [document](#) contains information and strategies to foster ethical behavior and academic integrity within online and blended courses. It is divided into two sections. The first section lists unique scenarios that a faculty member teaching an online class may encounter. The second section includes various strategies for effective online content delivery. As you evaluate each section you are encouraged to incorporate relevant suggestions drawn from the experiences of previous instructors and incorporate their solutions into your course materials.

#### V. Instructor Preparation

All courses offered via distance education shall be taught by a qualified, credentialed instructor approved and assigned by the unit administrator. Instructor who teach distance education courses and programs shall have the same academic qualifications as instructors who teach face-to-face courses. Each instructor who teaches one or more distance education courses must complete a university training program. Academic units that wish to develop their own training program must use the university training program until their own training program is approved by the appropriate vice chancellor.

Unit administrators are responsible for ensuring that each instructor teaching distance education courses has the appropriate distance education training. All instructors teaching distance education courses will engage in at least one training activity each academic year that addresses advances in the methodologies and technologies used in distance education. Training is documented in the faculty annual report of each instructor teaching one or more distance education courses. The unit administrator will provide a complete list of instructors teaching distance education courses and documentation that each instructor has met the training requirements annually to the Provost's office.

Instructors teaching a distance education course have access to consultation, implementation, and evaluation support from appropriate supporting units (i.e. Office of Faculty Excellence, IPAR, college Instructional Support Consultants, library services, Information Technology and Computing Services, Information Resources Coordinating Council, Distance Education and Learning Technology Committee, etc.). The University shall provide appropriate equipment, software, and communications access to instructors necessary to provide effective distance education. The University will ensure the availability of continuing instructor education and training to enhance proficiencies in the methodology and the technologies used in distance education.

## VI. Standards for Online Learning

Distance education courses shall comply with the following ECU Standards for Online Learning.

### Course Overview & Introduction

- The syllabus is easy to navigate and follows a consistent format that introduces the course and its structure and states expectations. The syllabus should be available in a downloadable format for offline reference.
- Course instructors introduce themselves.
- An appropriate format (e.g. discussion board) should be used to allow students to introduce themselves to each other and to the instructor.
- Minimum technology hardware, software, and skills required by the student are clearly stated and resources for technology training are listed.
- Prerequisite knowledge is clearly stated.

### Learning Objectives

- The learning objectives are clearly stated and describe measurable outcomes.
- The learning objectives address content mastery and critical thinking ability.
- Clear instructions for achieving course objectives and learning outcomes are provided.

### Assessment & Measurement

- Evaluation methods measure the achievement of course objectives and learning outcomes and are appropriate for the online learning environment.
- Course evaluation, policies, learner feedback are appropriate for the online learning environment.
- Course instructors should utilize a controlled testing environment as appropriate.

### Resources & Materials

- The course instructional materials, resources, and content have sufficient depth and breadth for the student to achieve learning outcomes.
- The course instructional materials, resources, and content are accessible, Americans with Disabilities Act (ADA) compliant, and available in multiple formats when appropriate.
- The course instructor makes students aware of relevant resources and services at the university, college, department, and course level (e.g. library resources, Online Writing Center, and Pirate Academic Success Center).

### Learner Interaction

- The course provides opportunities for interaction between the instructor and the student, and among students as appropriate.
- Activities designed to generate student interaction align with course objectives and learning outcomes.
- Clear standards are established for course interactions, instructor response time, and instructor availability (turn-around time for email, grade posting, online office hours, etc.)

### Course Technology

- Instructional tools support the learning objectives of the course and are integrated with course material.

- Instructional tools enhance learning activities and guide the student to become a more active learner.
- Instructional tools required for this course are clearly defined and easily attained.

#### Accountability

- The syllabus or supportive course materials include required statements per the Faculty Manual (Part VI, [Section I. Teaching Regulations and Guidelines Related to Faculty](#)).

#### VII. Evaluation of Distance Education

Instructors teaching through distance education will be peer reviewed to assure the rigor of programs and the quality of instruction. Instruction in distance education courses shall be evaluated according to the instruction evaluation procedures in effect for face-to-face courses with appropriate additions consistent with the delivery method, including use of the [University Peer Review Instrument for Online Learning](#) or an approved Peer Review Instrument developed by the academic unit. Units that wish to develop their own Peer Review Instrument must use the university instrument until their own instrument is approved by the appropriate vice chancellor. Peer reviewers will be selected based on criteria determined by the faculty of the college, school or department.

Student opinion of instruction will be evaluated through an online evaluation specific for distance education courses approved by the Faculty Senate and the chancellor and administered through the Office of Institutional Planning, Assessment and Research.

Each distance education academic degree program shall be assessed in the same manner and the same frequency as the unit's assessment of academic programs offered on campus. The unit administrator shall review assessment results with assigned instructors and the departmental faculty to facilitate the continual enhancement of the unit's distance education program. (FS Resolution #16-31, May 2016; FS Resolution #18-43, May 2018)

PART VI - TEACHING AND CURRICULUM REGULATIONS, PROCEDURES  
AND ACADEMIC PROGRAM DEVELOPMENT

SECTION IV

Student Privacy, Conduct, and Complaints  
*(Text moved from former Part V)*

CONTENTS

- I. Student Educational Records
    - A. Access to Student Educational Records
    - B. Privacy of Student Educational Records
  - II. Student Conduct
    - A. Disruptive Academic Behavior
    - B. The Student Code of Conduct
  - III. Student Complaints
- 

- I. Student Educational Records
  - A. Access to Student Educational Records

The university administers student educational records in accordance with the provisions of the [Family Educational Rights and Privacy Act](#), also known as the Buckley Amendment or FERPA. This regulation provides that the student has a right of access to student educational records maintained by the university or any department or unit within the university, subject to certain exceptions which are outlined in this regulation maintained. This regulation also protects the confidentiality of personally identifiable information in student records. Except to the extent allowed by applicable law, personally identifiable information contained in a student educational record will not be disclosed. A copy of this regulation is maintained by the University Registrar. All members of the campus community should be thoroughly familiar with this regulation and comply with its provisions. (FS Resolution #12-12, January 2012)
  - B. Privacy of Student Educational Records

The university administers student educational records in accordance with the provisions of the [Family Educational Rights and Privacy Act](#), also known as the Buckley Amendment or FERPA. This regulation provides that the student has a right of access to student educational records maintained by the university or any department or unit within the university, subject to certain exceptions which are outlined in this regulation maintained. This regulation also protects the confidentiality of personally identifiable information in student records. Except to the extent allowed by applicable law, personally identifiable information contained in a student educational record will not be disclosed. A copy of this regulation is maintained by the University Registrar. All members of the campus community should be thoroughly familiar with this regulation and comply with its provisions. (FS Resolution #12-13, January 2012)
- II. Student Conduct
  - A. Disruptive Academic Behavior

East Carolina University is committed to providing each student with a rich, distinctive educational experience. Disruptive academic behavior impedes the learning environment and

hinders other students' learning. The course instructor has original purview over his/her class and may deny a student who is unduly disruptive the right to attend the class. Students who repeatedly violate reasonable standards of behavior in the classroom or other academic setting may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a "drop" according to university policy and are eligible for tuition refund as specified in the current tuition refund policy.

This policy does not restrict the instructor's prerogative to ask a disruptive student to leave an individual class session where appropriate or to refer the student to the Office of Student Rights and Responsibilities for violation of the Student Code of Conduct.

#### Disruptive Academic Behavior

Disruptive academic behavior is any behavior likely to substantially or repeatedly interfere with the normal conduct of instructional activities, including meetings with instructors outside of class. Examples of such behavior include, but are not limited to, making loud or distracting noises; using cell phones and other electronic devices without prior approval; repeatedly speaking without being recognized; frequently arriving late or leaving early from class; and making threats or personal insults. A verbal expression of a disagreement with the instructor or other students on an academic subject matter discussed within the course, during times when the instructor permits discussion, is not in itself disruptive academic behavior.

#### Procedure for Instructors

A student who does not follow reasonable standards of academic decorum should first receive a private verbal warning from the faculty member. The instructor should describe the behavior of concern to the student, explain that it is inappropriate, and ask the student to stop the behavior. If the behavior continues, the instructor should give the student a written warning indicating that the student will be removed from the course if the behavior does not cease. If the behavior persists, the instructor should discuss the situation with his/her department chair. If it is decided to remove the student from the course then the instructor should schedule a meeting with his/her department chair and the student to inform the student that s/he is being removed from the course. This decision must be communicated in writing to the student with a copy promptly forwarded to the Office of Student Rights and Responsibilities. The department chair must promptly communicate the decision in writing to the Office of the Registrar so that the student's schedule will be adjusted accordingly. Instructors should keep written documentation of all actions taken during this process.

If the behavior is threatening in nature or is likely to result in immediate harm, the faculty member should contact the East Carolina University Police Department for immediate assistance.

#### Student Appeals

The student may appeal the decision of the instructor and the department chair to remove him/her from the course to the academic dean of the college in which the course is located. The appeal must be received by the dean, in writing, within three working days of the date of the receipt of the decision by the student. The dean or dean's designee will review the appeal and the documentation, will discuss the appeal with the faculty member and, after discussion with the student and instructor, can affirm, reverse or modify the decision made by the instructor and department chair. The student, instructor and department chair will be notified of the appeal decision no later than three working days after receiving the appeal. The dean

will provide written notification of the appeal decision to the Office of Student Rights and Responsibilities, and also, if the original decision is overturned, to the Registrar's Office. If the decision is made that the student is to return to the course then the student will be allowed to immediately return to the classroom without academic penalty and the chair will work with the student and instructor to facilitate the completion of any missed work. The dean's decision is final.

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*Footnote\**

*ECU provides reasonable accommodations to students with disabilities. When communicating a warning to a student, faculty should ensure the discussion is private and refer any student who discloses a disability to Disability Support Services.*

(FS Resolution #11-52, April 2011)

**B. The Student Code of Conduct**

The Student Code of Conduct and the procedures for its administration and enforcement exist to promote standards of behavior that create a positive environment in which students can learn and live. Instructors should be familiar with the Student Code of Conduct and refer students whose behavior violates community standards and/or disrupts any normal curricular or extracurricular functions of the university to the Office of Student Rights and Responsibilities or the Dean of Students. The Student Code of Conduct applies to on- and off-campus behavior of both individual students and student groups/organizations, and to both undergraduate and graduate students. The Student Conduct Process, which applies to all ECU students is available at: <http://www.ecu.edu/PRR/11/30/01>. When appropriate, instructors should follow the steps for addressing Disruptive Academic Behavior in the classroom or other academic settings as outlined in Part VI, Section IV of the *ECU Faculty Manual*. If student behavior appears threatening or likely to result in immediate physical harm, the faculty member should contact the ECU Police Department.

The Academic Integrity Policy governs student conduct directly related to academic activities involving ECU students. All alleged violations of the policy must be resolved in accordance with the procedures outlined in the Academic Integrity Policy as found in Part VI, Section II of the *ECU Faculty Manual*. The Academic Integrity Policy is available to students at:

[http://www.ecu.edu/cs-studentlife/policyhub/academic\\_integrity.cfm](http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm)

(FS Resolution #10-92, December 2010)

**III. Student Complaints**

East Carolina University (ECU) is committed to maximizing student success and providing the highest quality educational experience. In general, the investments that faculty and students make in assuring this excellence are part of ECU's academic culture and are carried out in a very positive learning environment. Occasionally and for varied reasons, the experience can be negative. While this is a relatively rare event, ECU will provide a respectful and responsive avenue for students to lodge complaints concerning the performance of an instructor. In addition, ECU must consider due process in notifying instructors of such complaints and in permitting appropriate responses.

Complaints from students whose identity is known by a chair, dean or other administrative officer of the University will be properly investigated. Confidential student educational records, including student complaints containing personally identifiable information, shall remain confidential to the extent required by applicable law, including the Family Educational Rights and Privacy Act (FERPA).

This may require disclosure of some or all of an otherwise confidential student education record when rights protected by Due Process are at stake, as in situations where the results of a disciplinary proceeding could adversely impact an instructor's property interests, such as potential loss of tenure or termination of an instructor on a fixed term contract prior to expiration of the term. Complaints containing personally identifiable information from students whose identities are known by a chair, dean or other administrative officer of the University shall not be considered part of a "secret file," or "obtained from an anonymous source." Evaluations of an instructor's performance may include supervisor opinions based on observations and investigations prompted by such student complaints, so long as the content of the complaint is disclosed to the subject instructor at the initiation of the complaint, to the extent allowed by applicable law.

These provisions apply to those complaints by students about instructors received by unit (or other) administrators that are not covered by specific institutional policies, rules and regulations, such as those relating to academic integrity violations, grade disputes, sexual harassment, or any type of alleged discrimination. In general, the types of complaints covered by these provisions relate to violations of the reasonable expectation of students for a respectful, organized, and productive learning experience.

These provisions apply when a chair/unit (or other) administrator receives a verbal or written complaint from a student whose identity is known to the chair/unit (or other) administrator. The complaint may come directly from a student, a group of students, or from the Office of the Dean of Students, which maintains a student grievances and inquiries policy. If the complaint is against a Chair/unit Administrator, then the next higher-level administrator assumes the role of Chair/unit administrator in this process. Each step should be executed in a timely fashion (generally no more than five working days).

If the complaining student is willing to be identified to the instructor, a FERPA/Buckley waiver should be administered. A copy of any signed FERPA/Buckley waiver should be forwarded to the Registrar for inclusion in the student's permanent file.

If the student is unwilling to be identified to the instructor, but is known to the unit administrator, protection of personally identifiable information about the student will be maintained to the extent required by law.

Upon receipt of a complaint the Chair/unit administrator will investigate the complaint and engage in fact finding. The Chair/unit administrator will first meet with the complaining party and then with the instructor in question, but personally identifiable information regarding the student will not be revealed to the instructor at this stage unless the student has signed a FERPA/Buckley waiver.

If warranted, the Chair/ unit administrator will initiate other actions to investigate the complaint, e.g., visiting class, inspecting the syllabus, and examining grading records. The investigation may continue even if the student withdraws the complaint.

If the complaint is substantiated, then a form/letter documenting, to the extent allowed by law, the investigation and its resolution will be included in instructor's personnel file. Typically, a copy of the student complaint or an administrator's record of a verbal complaint, redacted to remove all personally identifiable information about the student, will be one of the items placed in the file. The instructor will receive timely notification of the addition to his or her personnel file and will be advised of his or her right to include a response in the personnel file, and of potential avenues for appeal as outlined

in Part XII, Section I of the Faculty Manual. Disclosure of some or all of an otherwise confidential student education record may occur when rights protected by Due Process are at stake, such as those instances where the results of a disciplinary proceeding could adversely impact an instructor's property interests.

If the complaint is not substantiated, this resolution is communicated to the instructor and the complaining party without inclusion of any record in the personnel file. At the option of the instructor, documentation, to the extent allowed by law, of this resolution may be placed in the personnel file. The student may contact the next higher administrator (usually the dean) with concerns or questions. (FS Resolution #16-42, May 2016)

PART VI - TEACHING AND CURRICULUM REGULATIONS, PROCEDURES  
AND ACADEMIC PROGRAM DEVELOPMENT

SECTION V

Graduation Policies  
(Text moved from former Part V)

CONTENTS

- I. Application for Graduation
  - II. Faculty Marshals
  - III. Mace Bearer *(revised 1-16)*
- 

I. Application for Graduation

Advisers should remind students that an application for graduation (<http://www.ecu.edu/cs-acad/registrar/upload/Undergraduate-Graduation-Application-2.pdf>) must be submitted to the Registrar's Office not later than two semesters before the completion of the requirements for an undergraduate degree or one semester for a graduate degree. (FS Resolution #11-17, February 2011)

II. Faculty Marshals

Faculty Marshals are ten faculty and two alternates appointed from the full-time, tenured, senior faculty to serve at graduations and other such ceremonial occasions as requested by the chancellor. Those appointed should be individuals readily recognized as outstanding members of the academic community. The Chief Faculty Marshal shall be the faculty marshal in the second or later year of appointment as a faculty marshal and who is of greatest faculty seniority among the faculty marshals. This seniority determination is made each year by the Assistant Vice Chancellor for Human Resources. The Chief Faculty Marshal shall serve as ex-officio on the Administrative Commencement Committee. A Faculty Marshal's appointment is a one-term, four year appointment beginning August 1. The Chair of the Faculty will make recommendations in May of each year to the Chancellor, who will appoint the individuals no later than July 31.

III. Mace Bearer

The mace bearer is a faculty member who leads University ceremonial events such as graduation and Founder's Day processions. The eligibility requirements to be appointed East Carolina University's mace bearer include:

- Senior faculty member in terms of years of service,
- Holds a full-time faculty position with East Carolina University, and
- Is not a unit administrator or an individual with one half or more of his/her load assigned to administrative duties.

The Associate Vice Chancellor for Human Resources prepares a list of the most senior faculty members in terms of years of service to the University and notifies the Chancellor and Chair of the Faculty. The Chancellor makes the appointment. The Chancellor makes this appointment taking diversity of the University community into consideration. If there is more than one qualified individual,

the responsibility of the position should rotate annually among them. (FS Resolution #10-14, February 2010; FS Resolution #15-101, December 2015)

Faculty members have the following options for ordering academic apparel:

1. A quality, tailor-made outfit may be purchased through the [Student Store](#). Samples of materials and information concerning the styles of academic apparel are available. The cost of an outfit depends on the type of materials selected.
2. Academic apparel may also be rented through the Student Store. If an order is placed with the Student Store, faculty members are responsible for the rental fee whether or not the gown is picked up. The rental fee is based on the degree held by the faculty member.  
(FS Resolution #10-16, February 2010)

PART VI - TEACHING AND CURRICULUM REGULATIONS, PROCEDURES  
AND ACADEMIC PROGRAM DEVELOPMENT

SECTION VI

Emergency Notification and Evacuation Procedures  
*(Text moved from former Part V)*

I. Emergency Notification and Actions

Faculty have the responsibility of familiarizing themselves with all firefighting equipment available in their area of operations and to knowing how and when to use it. Furthermore, faculty should familiarize themselves with the evacuation plan for their unit in the event of a fire.

The University has established an Emergency Notification System called ECU Alert. Through ECU Alert, the campus community is warned of dangerous situations and receive emergency action instructions through email, pop-up box, web page, tone, text and voice through VOIP phones, scroll bars on plasma screen displays, outdoor speaker system, text messaging and Tweets. Faculty should establish several ways to receive these alerts and emergency action instructions. Initial Alerts, emergency instructions and follow-up information will be posted on line at [www.ecu.edu/alert](http://www.ecu.edu/alert). Faculty must become familiar with exit routes as well as shelter-in-place procedures for their classroom/s and building/s. Once an alert has been issued, it is the responsibility of Deans, Department Heads and Vice Chancellors to verify that all units have received and are following the Alert instructions. (FS Resolutions #10-15, February 2010 & #10-47, April 2010)

II. Emergency Evacuation Procedures

Faculty have responsibility for familiarizing themselves with emergency plans for their unit and are expected to assist with and encourage complete building evacuation whenever the fire alarm system is activated or when instructed to do so through other means of notification. Faculty are expected to inform students in the classroom buildings of the specific emergency and what actions should be taken. Attempts should not be made to fight a fire unless trained in the proper use of fire-fighting equipment. Faculty are not expected to place themselves in a position that will compromise their safety. Once safely outside the building faculty should remain with their class, identifying any missing students and provide names and any other pertinent information to ECU Police or Greenville Fire Rescue. (FS Resolution #10-47, April 2010)

PART VI - TEACHING AND CURRICULUM REGULATIONS, PROCEDURES  
AND ACADEMIC PROGRAM DEVELOPMENT

SECTION VII

Curriculum Procedures and Academic Program Development

(Revised 5-18)

In accordance with ECU's commitment to strong academic programs and the SACSCOC Principles of Accreditation, ECU "places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty." Program and curriculum changes are initiated, prepared, and presented for review through ECU's curriculum management system. All proposals follow an approval process inclusive of all relevant ECU campus bodies and voting faculty as defined in this document. Three levels of approval are defined according to the specific delegated authority of final approval bodies. Proposals governed by the policies and procedures of the UNC System Office (UNC-SO) and/or Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) will follow additional approval steps and will therefore take longer to proceed through the entire approval process.

Academic Planning and Accreditation (APA), a unit of Institutional Planning, Assessment and Research, facilitates the curriculum and program development process through administration of ECU's curriculum management system and direct consultation with faculty planners. The Office of Continuing Studies and Distance Education and APA process requests to deliver new and existing academic programs through distance education. Consultation with the unit curriculum liaison, personnel in the Office of the Registrar, and personnel in Academic Planning and Accreditation (APA) is recommended at the onset of curriculum and program development.

The Academic Program Development Collaborative Team (APDCT), an advisory body to the Academic Council, is comprised of the Undergraduate/Graduate Curriculum Committee chairs; Educational Policies and Planning Committee (EPPC) chair; dean of the Graduate School; representatives from the Office of Continuing Studies and Distance Education, Institutional Research, Academic Planning and Accreditation, and Division of Health Sciences; and the Chair of the Faculty. APDCT collaborates with faculty planners to strengthen program proposals and makes recommendations to the Academic Council, EPPC, and the dean of the Graduate School (as applicable) on developing programs.

Academic committees of the Faculty Senate and the Graduate School review course and program proposals in accordance with their stated charges. Faculty Senate committees also approve requests for special course designations, such as service learning, writing intensive, and diversity.

In cases of financial exigency or the initiation of a discontinuation, curtailment, or elimination of a teaching, research, or public service program, the provisions of the *ECU Faculty Manual* will apply.

The Chancellor or designee in consultation with the Chair of the Faculty may establish deadlines of not less than two weeks by which each person and/or committee listed must report its concurrence (approval) or non-concurrence with the proposed action. Failure to report by the established deadline shall be considered an abstention and the proposed action shall progress to the next level for consideration.

## A. Definitions

### 1. Degree Programs

A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a specified level of instruction. All degree programs are categorized individually in the University's academic program inventory (API) at the six-digit CIP code level, with a unique UNC-SO identifying code, and teacher licensure area, if applicable. As a rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master's level program requires that at least one-half of the total hours be in the program area. Anything less than this within an existing degree program should be designated a concentration. Degree programs require final approval by UNC-SO and the UNC Board of Governors (BOG). Minors and concentrations receive final approval at the campus level. (Paraphrased from Academic Program Guidance, UNC System Office, 1/25/16. Accessed at [http://www.northcarolina.edu/sites/default/files/documents/academicprogramdevelopment\\_guidance\\_january25.2016v1.pdf](http://www.northcarolina.edu/sites/default/files/documents/academicprogramdevelopment_guidance_january25.2016v1.pdf), 2/23/18.)

### 2. Certificates

A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. ECU offers certificate programs at a minimum of 9 credit hours at the pre-baccalaureate, post-baccalaureate, post-master's, and post-doctoral levels. Once a certificate is approved, it must be submitted to the U.S. Department of Education to determine if the program is eligible for participation in Title IV (financial aid) programs, as appropriate.

### 3. Teacher Licensure Areas (TLAs)

These are specific course clusters that meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or certificate. These may be at either entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, UNC-SO must be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available on the North Carolina Department of Public Instruction Website.

## B. Levels of Delegated Authority for Course and Program Approval Process

Level I Course and Program Changes: Delegated authority to the Undergraduate and Graduate Curriculum Committees. Level I are course and program changes that require campus approval by the department, college/school, and university Undergraduate Curriculum or Graduate Curriculum Committees. The Graduate Council delegates authority for these actions to the Graduate Curriculum Committee.

### Level 1 Course Changes:

1. Revising a course: title, description, objectives, prerequisite(s), prefix, repeatability, credit hours, and content
2. Renumbering an existing course at the same or different level
3. Revising the prefix for an entire course list or program\*
4. Banking or deleting courses
5. Removing a 5000-level course from the undergraduate catalog
6. Proposing new or unbanking course (undergraduate courses require Faculty Senate review)

\* Memo-only action; committee may waive faculty attendance

### Level I Program Changes:

1. Revising degrees, concentrations, and minors: deleting courses; revising core requirements, electives, admission standards, and descriptive text
2. Revising titles of existing concentrations and minors
3. Revising certificate course selections (excludes total hours), admission standards, and descriptive text
4. Discontinuing a minor or concentration
5. Adding or removing thesis/non-thesis options of degree program

Program changes excluded from Level I are degree and certificate title and/or CIP code changes; revising total hours of degree programs; change in delivery mode; and moving degree and certificate programs to a new academic home, as these actions require EPPC review and some are reported to UNC-SO as indicated below.

Level II Course and Program Changes: Delegated authority to EPPC and Academic Council. Level II changes are course and program changes that require approval at the department, college or school, and university levels including Undergraduate Curriculum/Graduate Curriculum Committee, Graduate Council, and EPPC review prior to Senate review and approval by Academic Council. They require no approval by the Chancellor or by UNC-SO.

1. Moving a degree, certificate, concentration, or minor program to a new academic home
2. Proposing an accelerated degree program
3. Proposing a new concentration in an existing degree program
4. Proposing a new minor

### Level III Program Changes: Require Chancellor Approval

Level III changes are program changes or proposals that require approval at the department, college/school, and university levels; Chancellor; and UNC-SO and/or SACSCOC approvals or notifications.

EPPC campus review; additional UNC-SO and/or SACSCOC approvals or notifications

1. Discontinuing an existing degree or certificate program
2. Proposing a new certificate program
3. Proposing a new degree program
4. Revising an existing degree or certificate title
5. Consolidating two or more existing degrees
6. Proposing a new delivery mode for an existing degree
7. Increasing/decreasing degree or certificate credit hours
8. Changing a degree designation (e.g., MA to MS)

GA and/or SACSCOC approvals or notifications only (no UCC, GCC, or EPPC review required)

1. Revising a CIP code for an existing degree or certificate program
2. Discontinuing an existing teacher licensure area

### C. New Degree Program Development Approval Process

Proposed programs must be approved for inclusion on the ECU Academic Program Plan through the Request for Inclusion process and, by special circumstance, through the Academic Council in consultation with the Educational Policies and Planning Committee. All program proposals accepted on the plan undergo a rigorous campus-wide vetting process and are submitted in accordance with

UNC-SO policies and procedures. New degree programs may not be advertised until ECU receives UNC BOG approval.

The proposing academic unit, Academic Planning and Accreditation, and the Office of the Registrar will collaborate to ensure that all approved actions are communicated to the campus community, as well as to UNC-SO and SACSCOC as required.

#### D. Academic Program Review

Every academic program that is not accredited by a specialized accrediting agency is required to be reviewed as part of a seven-year unit program evaluation. The unit Academic Program Review will be conducted according to the [Academic Program Review Guidelines](#). Changes to these guidelines need to be approved by the Educational Policies and Planning Committee and the Faculty Senate. The unit Academic Program Review shall be used in the development of the unit's operational and strategic plans.

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Faculty Senate Resolution #12-50, March 2012;  
Faculty Senate Resolution #14-62, May 2014;  
Faculty Senate Resolution #15-63, May 2015;  
Faculty Senate Resolution #17-13, March 2017  
Faculty Senate Resolution #18-22, April 2018