

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

SECTION I

Teaching Regulations and Guidelines Related to Faculty

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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 for Student Engagement

In addition to teaching, each instructor must maintain at least five weekly office hours that reflect the mode of delivery and timing of the courses taught to be available to students and advisees who wish to consult with them. It is strongly recommended that the instructor make themselves available either on campus or virtually at least one hour each day during the workweek. Office hours should be provided for student-instructor engagement that mirror the delivery of the course. Instructors should attempt to schedule office hours that reflect the availability of both the students and the instructor to participate in the office hour interaction. Office hours can also be made by appointment in cases where a student cannot attend the posted times. In situations where an instructor's course and service load do not necessitate the minimum weekly office hour requirement, the instructor may maintain less than five hours concomitant with their service and teaching load if approved by the unit administrator.

For face-to-face/in-person courses: Instructors must maintain office hours in a designated location accessible to students for a minimum of five hours during the workweek to be available to counsel students. If the instructor chooses, and if approved by the unit administrator, a portion of the office hour requirement may be provided virtually via a university-approved meeting software platform.

For online courses: instructors must establish a time frame of a minimum of five hours during the workweek in which they are available to interact with students who wish to consult with them. Office hours for strictly online courses must be held via a university-approved meeting software platform.

For hybrid online/face-to-face courses or for instructors with a combination of online and face-to-face courses: Instructors must maintain five weekly office hours to interact with students that reflect the mode of delivery, timing, and proportion of the types of courses taught.

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 in the course syllabus, on the Instructor's office door, and/or on the online course website.

Official communication between students and instructors is via ECU email. Instructors should reply to student emails within 48 hours if received during the normal workweek (M-F) or within 72 hours if emails are received during a non-workday (weekends, holidays), or if the instructor is away from the office on university-related business. In cases where the instructor has limited access to or cannot access email, an automated email reply stating this information should be utilized. In those situations, the instructor should respond to student inquiries when their schedule permits.

### 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 12-20*

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, office hours, a

statement on continuity of instruction, and a contingency plan. Examples of syllabus language can be found here: <https://instructionalcontinuity.ecu.edu/>. 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 and a statement on attendance expectations. (FS Resolution #20-82, December 2020)

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 12-19*

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. When a final examination or alternate method of evaluation is given, it is expected to begin for all students shortly after the beginning of the scheduled final examination period, and all students shall have the full scheduled period to complete the evaluation. Students arriving late may be turned away, but only if other students have left the room, and only if this policy is indicated on the course syllabus. 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; FS Resolution #19-79, December 2019)

## VIII. Grades

### A. Grades and Grading *Revised 4-20*

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. Instructors for a course shall not use ad hoc contracted or outsourced companies or personnel to grade materials assigned in a course unless obtaining prior approval from the unit administrator.

(FS Resolution #10-08, February 2010; FS Resolution #20-31, April 2020)

### 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

If a student encounters a situation that negatively impacts their ability to complete work assigned in a class (i.e., prolonged and serious illness, injury, family tragedy), but their work up to that point was satisfactory as deemed by the instructor, a grade of Incomplete ("I") may be assigned. A grade of "I" indicates that the completion of some part of the work for the course has been deferred.

Both instructor and student must document the agreement prior to the posting of an "I." It should not be assigned without approval by both parties. Documentation shall include deadlines of remaining assignments for "I" removal. In situations where an "I" can be assigned, but the student is not contacted regarding this grade possibility or declines its option, the instructor will assign the grade earned by the student considering the work completed up to the point of interruption.

A grade of "I" must be replaced by an actual letter grade by the instructor during the next semester (not counting summer session) in which the student is enrolled in the university or it automatically becomes an F. The instructor will set a date for the removal of the incomplete, in no case later than three weeks prior to deadline as posted on the academic calendar. Instructors must submit the proper change of grade form to the registrar's office via Banner Self Service 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 they have an "I", the "I" will automatically become an F. No student will be allowed to graduate with an incomplete on their record.

In the event that the student completes assigned work to remove the "I", but the instructor becomes 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.

## F. Grade Appeal Policy

### I. Purpose

This grade appeal policy establishes a 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. All parties involved in a disagreement over the assignment of grades are expected to engage the process in good faith.

It is critical that students, faculty members, and administrators diligently monitor the grade entry deadline each academic period and be prepared to resolve issues related thereto swiftly since graduation, participation in internships, eligibility for scholarships, and the like, may be at stake. Through careful attention and organization on the part of all parties, ECU's mechanism for processing grade appeals can facilitate timely resolution while respecting rights and interests of faculty and students. Timeliness not only better prevents negative impacts of alleged grading errors but also allows faculty members to satisfy their responsibility and retain, if they wish, purview throughout the appeal process.

Accurate and appropriate record keeping is also critical to fair and swift resolution of disputes involving grades. According to the Records Retention and Disposition Schedule for the Institutions of the University of North Carolina System, Standard 12.21, academic materials and

record documenting examinations, tests, term papers, and other course work completed by but not returned to the student are to be retained for at least one year, or until challenges are resolved. Standard 12.16 applies to “Records documenting grades assigned by instructors to students enrolled in courses.” Such records are to be destroyed in office “3 years after recorded on student’s permanent transcript record.”

## II. Statement of Grade Appeal; Jurisdiction for Grade Appeals

The evaluation of student performance is based upon the professional judgment of instructors. 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.

To prevail in a grade appeal under this policy, the student has the burden of showing at least one of the following:

1. An error was made in grade computation;
2. Standards different from those established in written department, school, college, or university policies, if specific policies exist, were used in assigning the grade;
3. The instructor departed substantially from instructor’s previously articulated, written standards, without notifying students, in determining the grade; or
4. Grade assigned was arbitrary or capricious based on the information in the record.

If a student’s concern does not relate to the assignment of grades under any of the above claims, other policies collected [here](#) may provide an opportunity for addressing student concerns.

## III. Grade Appeal Process:

A grade appeal must be initiated within 48 hours following the “Grades Due” deadline in the academic calendar. A grade appeal is initiated when the student requests that the faculty member review the assigned grade by sending a request in writing by email from their university email account to the university email account of the faculty member and the unit administrator (i.e., department chair, school director) of the unit offering the course. Failure to do so will be considered a forfeiture of the student’s right to pursue a grade appeal.

The grade appeal policy is structured so that the instructor will make a determination as to whether they will meet the timeline for responses and actively participate in the grade appeal resolution processes specified below. If the instructor determines they will not participate, because of travel plans, the conclusion of their contract, or other reasons, their unit administrator will act on their behalf. Instructors that determine that they will not be available to address the grade appeal per this policy must inform their unit administrator within 24 hours of receiving the student’s appeal so the unit administrator can perform the role of instructor. To be considered, relevant material should be provided to the unit administrator as close to that 24 hour window as possible.

If the instructor is nonresponsive, the unit administrator will act in lieu of the instructor of record for the purpose of grade appeals.

In any case that the unit administrator is acting in lieu of the instructor, access to the grade book will be granted for the appeal in accordance with [Senate Resolution #21-62](#) and the unit administrator will apprise all parties of the final resolution to the appeal.

### Step 1. Meeting between Student and Instructor

The first step to resolve differences between an instructor and student concerning a grade involves a virtual or face-to-face meeting between the parties not later than 96 hours after the “Grades Due” deadline. During the meeting, the student shall be provided the opportunity to state their position and provide evidence to support the grade appeal. Many cases can be resolved at this stage by mutual listening.

When the unit administrator is acting in lieu of the instructor, it may take some time to become acquainted with the record, thus, the initial meeting with the student may occur at any time within the first seven days following the “Grades Due” deadline. In these cases, the unit administrator will designate a member of the unit with an administrative role to serve as unit administrator for the purpose of the grade appeal. In these cases, the unit administrator will designate a member of the unit with an administrative role to serve as unit administrator for the purpose of the grade appeal.

If the unit administrator is the originally assigned instructor for the course, the dean’s designee (i.e., a member of the dean’s staff assigned to grade appeals) will appoint an individual with administrative role (program director, assistant/associate dean, etc.) to act in lieu of the unit administrator for purposes of these procedures.

## Step 2. Consultation with Unit Administrator

### A. Written Statement of Appeal.

If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, a written appeal must be presented to the unit administrator (or the person serving in lieu of the unit administrator) in which the course is offered by the end of ten days (240 hours) from the time of the “Grades Due” deadline. The written grade appeal must include the following:

- a. A statement addressing how the appeal meets one or more of the four standards necessary for a grade appeal.
- b. A description of the outcome of the initial discussion with the instructor, and a statement of what the student considers a fair resolution.
- c. Any relevant materials the student would like to be reviewed as part of the appeal process.
- d. A copy of the course syllabus and assignment descriptions.

### B. Review of Appeal Materials.

Following submission of the grade appeal by the student, the unit administrator (or the person serving in lieu of the unit administrator) may request additional materials from the student or instructor. The unit administrator (or the person serving in lieu of the unit administrator) shall share all materials with the instructor immediately upon receipt to provide the instructor the opportunity to evaluate and respond. Additional grading information may be requested from the instructor as part of the record of the grade appeal.

### C. Instructor’s Decision.

After receiving a copy of the appeal materials from the unit administrator (or the person serving in lieu of the unit administrator), the instructor must convey their decision in writing to the unit administrator (or the person serving in lieu of the unit administrator) within seven calendar days. The unit administrator (or the person serving in lieu of the unit administrator) will discuss this response with the instructor and will provide the student with written notification of the outcome of this step within 48 hours of receiving the instructor’s response.

In the event that the instructor does not submit a response to the unit administrator (or the person serving in lieu of the unit administrator), does not provide grades or other material relevant to the appeal, or otherwise declines to participate at any point in the process, the appeal will be presented to the Grade Appeal Committee for resolution.

### Step. 3. Appeal to Grade Appeal Committee

A. Statement of Appeal. If after the review of the written notification of the outcome from the unit administrator (or the person serving in lieu of the unit administrator) the student wishes to pursue the matter further, the student must submit the appeal record to the dean's designee within seven calendar days so it can be conveyed to the committee.

B. The dean's designee will form a three-member hearing committee that shall include three faculty members from the college: one selected by the student, one selected by the instructor of record (or the unit administrator acting in lieu of the instructor of record), and one appointed by the college dean. In order to adhere to the required timeline, colleges will need to establish or maintain a list of faculty members willing to make themselves available for the process. A hearing will be held within one week. Prior to the hearing, the members of the committee will meet and elect a hearing committee chair who will preside over the hearing and facilitate the drafting and submission of the recommendation. The dean's designee will be available to the hearing committee as a resource.

C. Grade Appeal Committee Hearing. The committee members shall be furnished with all relevant materials in the case under consideration as soon as the committee is formed. The hearing, which may be virtual or face-to-face, will be attended by the student, the instructor, the committee, and the dean's designee. The student and the faculty member will each state their view of the situation, provide documentation, and respond to questions from the committee, the dean's designee, and each other, as appropriate.

D. Deliberation of the Committee. The function of the Grade Appeal Committee shall be to evaluate the appeal in terms of the stated grounds for the appeal. A majority shall prevail in the committee. The dean's designee does not have a vote.

E. Committee Recommendation. The committee shall present a written recommendation to the dean (or substitute, different from the dean's designee). The committee's recommendation may be to make no change to the assigned grade or to raise the assigned grade, but in no case shall the committee recommend a reduction in the student's grade. The committee shall provide a written justification of its recommendation to the college dean, including minority opinions (when they exist), no later than seven calendar days after the committee's hearing.

F. Final Decision by Dean. The college dean shall make the final decision on the grade appeal following receipt of the recommendation from the Grade Appeal Committee. The dean shall inform both the student and the instructor of the decision, in writing, within seven calendar days. The dean shall also inform the student and instructor of the committee's recommendation and provide both parties with copies of the committee report.

G. Updating the Academic Record (if applicable). In the case of a change of grade, the dean shall implement the change of grade on the student's official transcript through the change of grade procedure within 3 days of receiving the Grade Appeal Committee's Recommendation.

H. Notification to Other Parties. 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.

Hours/days of Grades Due Deadline	Description
48 hours (2 days) of Grades Due deadline	Deadline for student to appeal to instructor in writing, copying unit administrator
24 hours (1 day) of instructor's receipt of appeal	Optional: Deadline for the instructor to notify unit administrator (or the person serving in lieu of the unit administrator) if the instructor will be unavailable to address the grade appeal and turn over relevant material
96 hours (4 days) of Grades Due deadline	Deadline for meeting between student and instructor/person acting in lieu of instructor
168 hours (7 days) of Grades Due deadline	Optional: Deadline for student and unit administrator to meet if the unit administrator acts in lieu of the instructor
240 hours (10 days) of Grades due deadline	Deadline for student to decide if they will continue the appeal
408 hours (17 days) of Grades due deadline	Deadline for instructor to render decision to unit administrator (or the person serving in lieu of the unit administrator)
456 hours (19 days) of Grades Due deadline	Deadline for unit administrator (or the person serving in lieu of the unit administrator) to discuss response with instructor and to convey the instructor's response to the student.
168 hours (7 days) from receipt of instructor's decision	Deadline for student to submit an appeal of the instructor's decision to the unit administrator (or the person serving in lieu of the unit administrator)
168 hours (7 days) from receipt of student's appeal	Deadline for hearing
168 hours (7 days) from hearing	Deadline for submission of committee's recommendation
168 hours (7 days) from receipt of recommendation	Deadline for dean to notify the student and instructor of final decision

#### 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 university-excused absence (UEA) situations where the correct timeline policy has been followed (see below), 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.

#### Medical Absences

Short-term illnesses and other medical conditions are not eligible for a university excused absence. Based on syllabus language and departmental policy, instructors should use their discretion to honor written medical excuses from a licensed health practitioner that states that 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 problem. Student Health Services does not issue official UEAs 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, they may work with the DOS office to discuss an incomplete or other options.

For chronic medical conditions or short-term injuries which do not require hospitalization, but may impact student course performance, students may work with ECU Disability Support Services (DSS) to help coordinate appropriate accommodations in the class with the participation of the course instructor. In each case, DSS must have documentation in order to verify the circumstance, take action, and advocate on behalf of the student. Each request is determined on an individual basis collaboratively between the student, the instructor, and with a review of the documentation provided.

#### University-Excused Absences

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

Type 1 – Pre-planned Activities:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events including both varsity and ECU sanctioned club activities, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in non-emergency situation required military training.
3. Student participation in religious holidays.
4. A subpoena or summons requiring them to appear in court.

Type 2 – Emergency or Unexpected Circumstances:

5. Emergency military-related duties.
6. Hospitalization.
7. The death of an immediate family member (such as, but not limited to, parent, sibling, spouse, or child).

For Type 1 absences, the student must notify the affected instructor(s) of the upcoming UEA as soon as they are made aware that a course session will be missed, but no later than two (2) weeks before the date(s) of the UEA. In cases where a 2-week notice cannot possibly be given (e.g., the first day of class for a UEA within a 2-week time window), the student shall inform the instructor of the UEA as soon as they enroll in the class or during the first class session meeting.

Notification at this stage may be informal, but may include verbal or written (i.e., email) communication between student and instructor informing the latter of the UEA and course dates to be missed. If applicable, the instructor may request informal written confirmation of the upcoming UEA from the faculty leader/officer in charge/coach who will be responsible for the group during the course session absence. This notification lead time is important so that any appropriate adjustments for missed coursework can be made by the instructor if necessary. Instructors may choose to not offer alternative arrangements for any missed work if they student did not provide proper lead time notification for a Type 1 UEA. In non-emergency (Type 1) UEA situations where the UEA was not appropriately communicated by the faculty in charge to students that results in students not being able to inform affected instructors with proper lead time, affected instructors may choose to not honor the UEA.

For Type 2 absences, the student shall inform the instructor(s) of the affected course(s) that they will miss a session(s) as soon as they are made aware that they will be missed. Because of the unexpected nature of the absence, no lead time notification is necessary, and instructors are expected to make any necessary arrangements for the coursework that the student may have missed.

For all UEAs, it is the student's responsibility to obtain official verification of a UEA by contacting the Dean of Students as soon as they are made aware that they will be absent from a class meeting. Official notification from the Dean of Students documenting the UEA will often be delivered to instructors after the absence occurs.

The student initiates the UEA by following the procedure outlined by the Dean of Students office on their website. Faculty mentors should inform their students of these procedures to initiate the UEA process with enough lead time so that affected instructors can be made aware of the UEA. These UEA requests should be submitted according to the procedures and timeline established by the Dean of Students. Requests submitted after the fact will be disapproved unless circumstances make prior approval impossible.

Provided that the proper lead time notification was given by the students for Type 1 UEAs, instructors are expected to honor all (both Type 1 and Type 2) 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 UEAs 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 they have 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 they have 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, they 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 May 2015)

##### 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 General Education Credit

Units wishing to remove General Education credit from a course must send a memo to the General Education and Instructional Effectiveness Committee by email attachment stating the requested action and a list of the courses for which General Education 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 General Education credit. The General Education 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: [General Education and Instructional Effectiveness Committee page](#). (FS Resolution #11-15, February 2011, editorially revised July 2021)