ECU

2017-2018 FACULTY SENATE

The fourth regular meeting of the 2017-2018 Faculty Senate will be held on
Tuesday, December 12, 2017, at 2:10 in the **East Carolina Heart Institute**
(Banquet Room A located at 115 Heart Drive, #248 on map linked here).

*REVISED
FULL AGENDA
mediasite link

I. Call to Order

II. Approval of Minutes
November 14, 2017

III. Special Order of the Day
A. Roll Call

B. Announcements

C. Cecil Staton, Chancellor

D. Ron Mitchelson, Provost and Vice Chancellor for Academic Affairs

E. Merwan Mehta, Finish in Four Committee

F. Chris Locklear, Early College High School Program

G. Cynthia Deale, UNC Faculty Assembly Delegate
Report on November 17, 2017 UNC Faculty Assembly Meeting

H. John Stiller, Chair of the Faculty

I. Question Period

IV. Unfinished Business

V. Graduate Council, Ron Preston
Curriculum and academic matters included in the December 4, 2017 Graduate Council
meeting. *Additional information on formal actions may be provided after the meeting.*

VI. Report of Committees
A. Agenda Committee, Peter Francia
Proposed 2018-2019 Faculty Senate and Agenda Committee Meeting Dates (attachment 1).

B. Writing Across the Curriculum Committee, Jen Scott Mobley
Curriculum and academic matters contained in the meeting minutes of November 13, 2017 meeting including a credit hour change from 1 to 3 hours for BIOL 3550; a change from "WI by Section" to "WI" for HLTH 3030 with all sections being WI; removal of WI designation from MUSC 4596 & MUSC 4496 and DNCE 4046; and WI designation for SOCW 3402 & SOCW 3501, ENTR 4242 & ENTR 4500, ART 2411 & ART 2430, and WI restored for CHEM 4351.

C. General Education and Instructional Effectiveness Committee, George Bailey
Curriculum matters acted on and recorded in the meeting minutes of November 20, 2017 including general education humanities credit for ENGL 1500: Explorations in Words, Images, and Ideas and global diversity credit for FORL 2220: Sci-Fi: East and West.

D. Educational Policies and Planning Committee, Don Chaney
Curriculum matters acted on and recorded in the meeting minutes of December 10, 2017 including discontinuation of the BA in Computer Science in the Department of Computer Science within the College of Engineering and Technology.

E. Undergraduate Curriculum Committee, Jean Luc-Scemama
Curriculum and academic matters acted on and recorded in the meeting minutes of November 9, 2017 which contain level 1 curriculum items approved by its delegated authority and being reported here for informational purposes.

F. Faculty Welfare Committee, Chris Duffrin
1. Formal faculty advice on proposed revisions to the University Family Educational Rights and Privacy Act (FERPA or Buckley Amendment) (attachment 2).
*2. Proposed Diversity Plan Goal, Commitments, and Strategies (with Metrics) (attachment 3).

G. Admission and Retention Policies Committee, Beth Thompson
1. Proposed update to English Language Requirements for Undergraduate Admissions (attachment 4).
2. Proposed revisions to *ECU Faculty Manual,* Part VI, Section I.X. Class Attendance and Participation Regulations relating to student absence policy and medical absences (attachment 5).

VII. New Business

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AGENDA COMMITTEE REPORT
Proposed 2018-2019 Faculty Senate and Agenda Committee Meeting Dates

2018/2019 University Academic Calendar

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Fall 2018		**Spring 2019**	
August 20	Classes Begin	January 7	Classes Begin
September 3	State Holiday	January 21	State Holiday
October 6-9	Fall Break	March 3-10	Spring Break
November 2	Registration	March 22	Registration
November 21-25	Thanksgiving Break	April 19-20	State Holiday
December 3	Classes End	April 23	Holiday Makeup Day
December 4	Reading Day	April 23	Classes End
December 5-12	Exams	April 24	Reading Day
		April 25-May 2	Exams

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2018/2019 Agenda Committee and Faculty Senate Meeting Dates

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Agenda Committee	**Faculty Senate**
August 28, 2018	September 11, 2018
September 25, 2018	October 16, 2018
October 30, 2018	November 13, 2018
November 27, 2018	December 11, 2018 *at Heart Institute*
January 15, 2019	January 29, 2019
February 12, 2019	February 26, 2019
March 12, 2019	March 26, 2019
April 9, 2019	April 23, 2019 *at Heart Institute*
	April 30, 2019 (2019/2020 organizational mtg.)

FACULTY WELFARE COMMITTEE REPORT
Formal faculty advice on proposed revisions to the University Family Educational Rights and Privacy Act (FERPA or Buckley Amendment)

The Committee is not recommending any additional revisions.

Policy	POL02.40.01
Title	Family Educational Rights and Privacy Act (FERPA or Buckley Amendment)
Category	Academic Affairs
Sub-category	Registration and Records
Authority	Board of Trustees
History	1974 Act passed into law; 2009 Act revised; Placed in University Policy Manual after EX REVIEW, transitioned without substantive change from prior version, January 29, 2013;
Contact	Office of the University Registrar, 252-328-6747, regis@ecu.edu
Related Policies	UNC Policy Manual, 700.2 (R) REG08.10.02, Social Media Use The Family Policy Compliance Office Department of Education, 20 United States Code of Federal Regulations Part 99
Additional References	Federal Law and Regulation, 20 United States Code 1232g; 34 Code of Federal Regula seq. Faculty Manual , Part V. Section I.A. Access to Student Education Records ECU's University Catalogs

1. Introduction.

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 an eligible 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. 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.

1.1. In compliance with the Family Educational Rights and Privacy Act of 1974, it is the policy of the University that eligible students have the following rights in regard to official educational records maintained by the University or any department or unit within the University. Subject to certain exceptions, the main rights of students are:

1.1.1. The right to inspect and review education records,

1.1.2. The right to request to amend their education records if they believe it contains .information that is inaccurate, misleading, or in violation of the student's rights of privacy, and

1.1.3. The right to limit the disclosure of their education records.

1.2. School officials are required by University policy to complete annual FERPA training, and to complete an acknowledgement that they treat all information to which they have access, other than directory information, as protected and confidential.

2. Definition of Terms.

2.1. Eligible student (also herein referred to as "student" or "students") is any person who has reached 18 years of age or is or has been in attendance at the University at any age (as an undergraduate, graduate, professional, early college or visiting student) and regarding whom the University maintains education records. This regulation does not apply to students under 18 years of age attending a laboratory school operated by the University. The Chancellor shall issue a regulation or similar University policy statement regarding the FERPA rights and obligations of laboratory school students.

2.2. Education records is any record (in handwriting, print, tapes, film, computer, or other medium) provided by a student to the University for use in the educational process and/or any record from which a student can be personally identified except: sole possession notes, law enforcement or campus security records solely used for law enforcement purposes, records relating to employees of the institution (unless employment is contingent upon school attendance), records made by a physician, psychiatrist, psychologist, or other recognized professional in his or her professional capacity, in connection with treatment that are disclosed in connection with that treatment, and records obtained after a person is no longer a student (e.g. alumni records).

2.3. Directory information at East Carolina University consists of a student's name, address (including e-mail address), telephone listing, date of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, weight and height of athletic team members, degrees and awards received and most recent previous educational agency or institution attended by the student. Photographs, videos, or other media containing a student's image or likeness (collectively, "student images") are designated by the University as "limited use directory information."

2.4. School official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position, including student workers, and volunteers as determined by the Office of the University Registrar.

2.5. Legitimate educational interest is a demonstrated "need to know" by those officials of an institution who act in the student's educational interest. They include: faculty, administration, clerical and professional employees, student workers, and other persons who need student record information for the effective functioning of their office or position. The following criteria shall be taken into account in determining the legitimacy of a University official's access to student's records:

2.5.1. The official must seek the information within the context of the responsibilities that he or she has been assigned; and

2.5.2. The information sought must be used within the context of official University business and not for purposes extraneous to the official's area of responsibility to the University.

3. Annual Notification.

    3.1. East Carolina University shall send a written notice of FERPA rights to every enrolled student at the beginning of each fall semester. The Office of the University Registrar is responsible for preparing and delivering the Annual Notification.

        3.1.1. This Annual Notification includes: the student's rights mentioned above in Section 1.1, the right and steps for a hearing if request to amend record is denied, as enumerated in Section 6, below, and the right to file a complaint with the Family Policy Compliance Office. It will also include the definition of a "school official" and an "educational interest" and conditions under which a record will be released.

        3.1.2. The Annual Notification is sent to students via ECU e-mail (the official means of communication) after census day for any given fall semester.

4. Student Right to Inspect and Review Their Records.

    4.1. Rights to inspect. Students have the right to inspect and review their official educational records, files, and data, maintained by the University and directly related to the student and not related to other students.

        4.1.1. Documents that are not considered education records, and therefore are not subject to inspection include: sole possession notes, law enforcement or campus security records, employment records (unless employment is contingent upon student status), certain records relating to treatment by physician, psychiatrist, psychologist, etc.

    4.2. Requesting inspection. Students should direct their request to inspect the records to the Office of the University Registrar. The custodian shall provide access to the records during regular business hours.

        4.2.1. The university will comply with the request from a student to review his or her records within a reasonable time, but in any event not more than forty-five days after the request is made.

        4.2.2. Accommodations may be made for students to review their education records if circumstances make on-site inspection impractical due to geographic distance. In these instances, records may be sent to an institution near the student for an opportunity for the student to review the record.

        4.2.3. If exceptional circumstances exist, or circumstances exist which effectively prevent a student from exercising their right to inspect and review the records as provided in Section 4.2.1 or 4.2.2, the University may provide copies of the records. The office providing the copies may charge a reasonable fee for each copy, but will not charge a fee to search for or retrieve the records in question.

5. Disclosure of Records.

    5.1. Directory Information.

        5.1.1. ECU may disclose directory information without student consent.

        5.1.2. Use and disclosure of limited use directory information will be restricted to publication in official University publications or on social media sites or websites hosted or maintained by, on behalf of, or for the benefit of the University.

5.1.3. Students may block disclosure of their directory information. To block disclosure of directory information, a student must file a Non-Disclosure Form with the Office of the University Registrar by the official census date as listed on the academic calendar for the current term of enrollment. These blocks must be renewed each term.

5.2. Written Consent Required.

5.2.1. ECU may not disclose the education records of a student to other persons unless that student has given consent in writing, unless otherwise permitted by the federal regulations.

5.2.2. The consent must specify the records or information to be released, the reasons for the release, and the identity of the recipient of the records.

5.3. Written Consent not Required. ECU may disclose information from the student's record without the written consent of the student in the following situations:

5.3.1. In compliance with a court order or subpoena;

5.3.2. Requests from school officials who have a legitimate educational interest in the information;

5.3.3. Requests from other departments or educational agencies who have legitimate educational interest in the information, including persons or companies with whom the University has contracted (such as an attorney, auditor, collection agent, and the National Student Clearinghouse);

5.3.4. Requests from officials of other colleges or universities at which the student intends to enroll or has enrolled provided the student is furnished a copy, if he or she so requests, so that he or she may have an opportunity to challenge the contents of the record;

5.3.5. Requests in connection with a student's financial aid;

5.3.6. Requests from parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986;

5.3.7. Requests from appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of the student or other persons; or

5.3.8. When additional circumstances exist that permit the release without student consent, consistent with applicable regulations.

5.4. Procedures for Protecting the Privacy of Student Information in Electronic and Social Media Enrolled in Distance or Correspondence Courses or Programs. 5.4.1. East Carolina University recognizes the importance maintaining the privacy and security of student identity and student records in an environment of computer networked, digital records storage. ECU is diligent in protecting the security, confidentiality, integrity and availability of all student records including student identity. The University employs strict, standard security measures, policies, standards and guidelines in our ongoing effort to protect information resources, including student records. Student personal information is protected through a variety of measures, including the administration of policy and security practices that govern the PirateID and passphrase associated with accessing ECU's PiratePort Portal, and other services that support the educational process at ECU. Students are required to have a strong passphrase that is resistant to "hacking." Students must reset their passphrase every 90 days and not reuse the account's previous six passphrases. When students use their PirateID and passphrase to access information through PiratePort and the University's learning management systems, their login

credentials are encrypted for additional security. All mission-critical University systems, including student records, are maintained on network servers in the University's enterprise data center. The enterprise data center employs state of the art layered security controls and physical access controls. Users of information systems are prohibited from accessing data or programs for which they are not authorized.

5.4.2. In addition, it is the policy of the University that faculty, staff and instructors only use electronic products that are compliant with privacy safeguards, and approved in accordance with the University's social media policy, Reg 08.10.02. section 3.

6. Procedure to Correct Records.

6.1 Informal Resolution. If a student believes his/her education record is inaccurate or misleading, the first step is to discuss the concern with the University Registrar or designee. Contact that office at 252-328-6747. If the University Registrar or designee does not agree with the student, the University Registrar or designee will inform the student of the right to a formal hearing.

6.1.1 Note: This does not apply to grade disputes (although it may be used to correct a clerical error in grades).

6.2. Formal Hearing Request. Students may request a hearing to challenge the content of his or her education record on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

6.2.1 Students must request a formal hearing within 30 University business days from the date the student is informed by the University Registrar or designee of the decision not to revise the education records. The request must be in writing, and must be delivered to the Associate Provost for Enrollment Services, to whom the University Registrar ultimately reports.

6.3. Hearing Procedures. The Associate Provost for Enrollment Services, upon receipt of the written request, shall either hear the case personally or designate a hearing committee.

6.3.1 Committee Composition. The committee will include one representative from the University Registrar's Office or designee other than the one who has denied the request, two faculty members and two students.

6.3.2 Scheduling of Hearing. Within a reasonable period of time after the request for hearing, the student shall be informed of the date, place and time of the hearing.

6.3.3 Conduct of Hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of his/her choice.

6.3.4 Decision. The person or committee hearing the case shall decide it solely on the basis of the evidence presented at the hearing. The decision shall be in writing, delivered to all parties, and will summarize the evidence and state the reason(s) for the decision. If the decision is in favor of the student, the education records will be amended accordingly. If the decision is unsatisfactory to the student, he or she may place with the education record a statement commenting on the information in the records or setting forth any reasons for disagreement with the decision. Such statements will be maintained as part of the student's education record and released with the record anytime it is disclosed to third parties. The challenge to be considered in such a hearing may extend only to the material in the respective University file; it may extend to the correct recording of a grade but not to the appropriateness of the grade.

7. Procedure for Filing an Official Complaint with the Family Policy Compliance Office.

    7.1. A student has the right to file a complaint at any time with the U.S. Department of Education. However, it is expected that the student normally would exhaust the available administrative remedies for relief according to the University grievance policy procedures before filing such a complaint.

    7.2. Official complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920.

Faculty Senate Agenda
December 12, 2017
Attachment 3.

FACULTY WELFARE COMMITTEE REPORT
Proposed Diversity Plan Goal, Commitments, and Strategies (with Metrics) 2017-2022

Proposed additions to the Plan include:
- Adding the ECU definition of diversity at the introductory section of the document.

- Adding a separate commitment or another point under commitment #1 that describes a rapid and unified response plan for incidents either on campus or in the community that conflict with the ethos of diversity at ECU.

Proposed suggestions to the Plan include:
- Showing nuanced thought as to how this diversity plan will co-exist with such initiatives as "finish in four". Are exceptions possible for diversity students, for example?

- Under Commitment 4, certain sectors of diversity are specifically cited as those targeted for "enhancement" and "success". We suggest that either rationale for these particular groups be listed or that all the groups listed in the ECU definition of diversity be included in this section.

- In conjunction with our concerns/suggestions in point #2 above, we suggest that the metrics for success be nuanced to recognize and reward progress towards diversity metrics, recognizing that with diversity comes populations that might need particular types of support and assistance for success and that this effort might not initially contribute positive numbers towards the established goals for ECU as a whole in graduation rates, etc.

- Listing (perhaps in an addendum) the resources available to support this initiative. Those resources will determine the reasonable amount of progress that can be achieved, and therefore, the level of detail that can be included in the metrics.

- Describing the process for data-collection and interpretation of the data, including the level of involvement that is required from individual units.

In addition, the Committee asks that the Office of Equity and Diversity include a report on the numbers and metrics of the Diversity Plan when reporting annually to the Faculty Senate with statistics on diversity in ECU's faculty and administration (as referenced in FS Resolution #13-35).

ECU Diversity Goal:

> ECU will cultivate excellence by:

- • fostering an inclusive and respectful working, living and learning environment;
- • providing culturally and academically rich educational experiences;
- • preparing our students to lead in a global multicultural society; and,
- • engaging the region through inclusive social and economic opportunities.

Commitment 1:
ECU will communicate and demonstrate the value of diversity and inclusion through our leadership, practice, policy, and assessment.

Commitment 1 Strategies:

1. ECU will promote diversity and inclusion in the content of our marketing materials and online forums to demonstrate the value of diversity and inclusion.
   Metrics:
   a) Number of current online marketing materials
   b) Stories related to, or tagged as, diversity and/or inclusion

2. ECU will include and align diversity goals as a part of our strategic planning documents to coordinate and enhance campus programming.
   Metrics:
   a) Unit has a diversity-related goal as part of unit's strategic plan
   b) Unit develops annual programming to better coordinate efforts in meeting diversity goal

3. ECU will ensure diversity initiatives are actively reviewed by the senior leadership and disseminated throughout the University community.
   Metrics:
   a) Annual presentation to senior leadership
   b) Annual report to campus community

4. ECU will establish and support participation in campus-based diversity committees, councils and working groups to advance diversity and inclusion.
   Metrics:
   a) Administrative support provided to diversity groups, committees and councils

5. ECU will implement best practices for diversity and inclusion. Metrics:
   a) Best practice initiatives/programs implemented

6. ECU will recognize faculty, staff, students, and alumni engaged in diversity and inclusion best practices.
   Metrics:
   a) Number of awards and recognitions

7. ECU will review key indicators of climate and culture and establish responsibility for action-oriented enhancement programs.
Metrics:

    a) Engagement, satisfaction, and climate surveys and focus group responses

    b) Trends and patterns in harassment and discrimination complaints

    c) Number of climate enhancement programs

Commitment 2:
ECU will recruit, develop, and retain an engaged and diverse workforce at all levels of the University.

Commitment 2 Strategies:

1. ECU will promote and utilize best practices for diversifying its workforce through strategic pipeline partnerships and recruitment initiatives.
Metrics:
    a) Number of new faculty and staff disaggregated by gender, race/ethnicity, veteran's status, national origin, and disability

    b) Number of strategic pipeline programs, partnerships, and initiatives

2. ECU will embed diversity competencies into educational programming for supervisors and managers.
 Metrics:
    a) Number of programs for supervisors and managers with diversity competencies

3. ECU will enhance retention and employee engagement by offering mentoring and diversity, inclusion, and equal opportunity educational programming.
Metrics:

    a) Number of faculty and staff retained disaggregated by gender, race/ethnicity, veteran's status, national origin, and disability

    b) Number of mentoring opportunities, retention programs and related educational programming opportunities

    c) Program Evaluations

Commitment 3:
ECU will integrate diversity with scholarship, research, and public service to increase rural prosperity.

Commitment 3 Strategies:

1. ECU will partner with communities and organizations in eastern North Carolina to address, through engaged research and service, the challenges disproportionately impacting Tier 1 and Tier 2 counties in eastern NC.
Metrics:

    a) Number of community partnerships in Tier 1 and Tier 2 counties

2. ECU will expand programming to support engaged scholarship and research focused on diversity and inclusion.
   Metrics:

   a) Number of programs to support related scholarship

Commitment 4:
ECU will enhance university access and success for underrepresented students, first generation college students, low income students, and military-affiliated students, particularly within our greater local community and service region.

Commitment 4 Strategies:

1. ECU will create and expand programs to increase access of diverse populations to academic enrichment offerings and college preparatory programs.
   Metrics:

   a) Recruitment of racial and ethnic minorities, gender minorities, first generation, low income students, and military-affiliated students

   b) Number of programs created targeting racial and ethnic minorities, gender minorities, first generation, low income students, and military-affiliated students

2. ECU will identify and remove barriers that impede the retention and graduation of racial and ethnic minorities, gender minorities, first generation college students, low income, military-affiliated students, and other minority student populations.
   Metrics:

   a) Retention and graduation rates of racial and ethnic minorities, gender minorities, first generation college students, low income, military-affiliated students, and other minority student populations.

   b) Number of targeted retention and graduation programs

Commitment 5:
ECU will infuse diversity, inclusion, and multicultural competencies in curricular and co-curricular programming to prepare students for a multicultural and global society.

Commitment 5 Strategies:

1. ECU will diversify the curriculum by adopting global and domestic diversity requirements and other diversity – related high impact practices.
   Metrics:

   a) Number of global and domestic diversity courses

   b) Identification and implementation of other diversity-related high impact practices

   COAD 1000- First-Year Seminar, Learning Communities, Diversity Collaborative Assignments & Projects, Diversity Service Learning, Community-Based Learning

   c) Undergraduate Research

2. ECU will expand access to global understanding and impact through international experiences and virtual global classroom courses.
   Metrics:

   a) Outreach Programs

   b) Number of students participating in international experiences

   c) Number of students participating in virtual global classroom courses

3. ECU will promote and effect inclusion through co-curricular programs. Metrics:
   a) Number of co-curricular programs

   b) Program evaluations

4. ECU will support inclusive teaching and pedagogical approaches, such as universal design for learning and culturally responsive teaching.
   Metrics:

   a) Number of inclusive pedagogical approaches implemented

   b) Number of recognitions and awards received for inclusive teaching

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Faculty Senate Agenda
December 12, 2017
Attachment 4.

ADMISSION AND RETENTION POLICIES COMMITTEE REPORT
Proposed update to English Language Requirements for Undergraduate Admissions

In mid-July, Provost Ron Mitchelson approved recommendations to:
> reduce ECU's English language requirements for undergraduate admissions
> from 80 to 71 in the TOEFL and from 6.5 to 6.0 on the IELTS.

These changes move our required scores from the highest to the median level among our peer-institutions, and were recommended by a representative group including numerous faculty members that work with Jon Rezek, Executive Director of Global Affairs (see report below). Although previous changes in TOEFL and IELTS requirements were by administrative decision, the Provost and Chair of the Faculty agreed that principles of shared governance call for Faculty Senate involvement on such admissions standards. English Language requirements for graduate admissions and will be addressed in parallel by the Graduate Council and reported to the Faculty Senate and Chancellor.

Proposal to change the English Language Requirements for International Students
In 2010 Associate Vice Chancellor for International Affairs, Dr. James Gehlhar, East Carolina University recommended changing the required English language proficiency from a score of 61 to a score of 80 on the Test of English as a Foreign Language. The requirement for the International English Language Training System test was raised from a 6.0 to a 6.5. These changes were approved by Dr. Sheerer, Provost and Vice Chancellor for Academic Affairs. There is no documentation regarding the process that was used to make the decision or the process used to implement the changes.

The recent consolidation and reorganization of the international activities on campus and the refilling of international recruiting and admissions positions offered an opportunity to reevaluate the changes to the universities English language requirements. As shown in Table 1 below, the number of international students at ECU is quite low relative to official peer and aspirant universities. According to the most recent data available from *Open Doors*, published by the Institute for International Education, ECU is the lowest among this group of comparable universities. Several possible barriers exist that may be contributing to the relatively low numbers of international students at ECU. Increasing and diversifying recruiting efforts, improving timeliness of response to international inquiries, improved university branding and an updated, more user-friendly website are among the initiatives that the Office of Global Affairs has developed to increase and diversify international student enrollment. However, the relatively high TOEFL and IELTS requirements also serve as a restriction to increasing international student enrollment.

Table 1: International Student Enrollment at ECU's Peer and Aspirant Institutions, 2015

PEER & ASPIRANT UNIVERSITY	Int'l Student Enrollment	Percentage of Student Body
East Carolina University	276	1.0%
Central Michigan University	1,230	4.5%
East Tennessee State University	537	3.7%
University of North Dakota	971	6.5%
University at Buffalo	6,852	22.9%
Wright State University	2,097	15.4%
Ohio University	2,013	8.6%
Florida International University	3,483	6.4%
Northern Illinois University	1,300	6.3%
Old Dominion University	1,109	4.4%
Southern Illinois University	2,531	14.1%
Texas Tech University	2,485	7.1%
University of Louisville	716	3.4%
University of Nevada-Reno	866	4.3%
University of South Carolina	1,468	3.4%
University of Southern Mississippi	450	3.0%
Virginia Commonwealth University	1,889	6.1%
Western Michigan University	1,967	8.2%
AVERAGE	1,684	6.7%
MEDIAN	1,265	5.3%

Source: Open Doors, Institute for International Education

Undergraduate Level English Language Requirements

Table 2 below displays the English language requirements for international undergraduate students from ECU's official peer and aspirant universities.

ECU, along with Western Michigan University, Virginia Commonwealth University, and Florida International University, have the highest requirements in terms of TOEFL scores. The three aspirant universities on the list (University at Buffalo, the University of South Carolina, and the University of Louisville) all have lower English language requirements for undergraduate students than does ECU. The mean TOEFL score among this group (excluding ECU) is 72.8 and the median is 71.
In the highly competitive market for international students a minimum TOEFL score of 80 puts ECU at a disadvantage relative to other universities. Nationally, over 50,000 test takers scored between 71 and 80 during the most recent twelve months. Many of these students would be eligible for admission at many peer institutions, including the University of North Carolina at Charlotte, which maintains a minimum TOEFL of 70 for incoming international undergraduates. Students scoring in this range make up approximately 14 percent of total test takers. When eliminating students with a TOEFL score above 100, who are likely not in ECU's target market, those in the 71-80 range constitute about 18 percent of total test takers.

TABLE 2: Undergraduate English Language Requirements at ECU's Peer and Aspirant Institutions

PEER & ASPIRANT UNIVERSITY	TOEFL	IELTS
East Carolina University	80	6.5
Central Michigan University	79	6.5
East Tennessee State University	61	5.5
University of North Dakota	71	6.0
University at Buffalo	70	6.0
Wright State University	61	5.5
Ohio University	71	6.0
Florida International University	80	6.5
Northern Illinois University	71	6.0
Old Dominion University	79	6.5
Southern Illinois University	68	6.0
Texas Tech University	79	6.5
University of Louisville	79	6.5
University of Nevada-Reno	61	6.0
University of South Carolina	77	6.5
University of Southern Mississippi	71	6.0
Virginia Commonwealth University	80	6.0
Western Michigan University	80	6.0
AVERAGE	72.8	6.1
MEDIAN	71.0	6.0

To harmonize our admissions standards with other peer universities it is recommended that ECU reduce its English language requirements for undergraduates from 80 to 71 in the TOEFL and from 6.5 to 6.0 on the IELTS.

Graduate Level English Language Requirements
Table 3 below displays the English language requirements for international graduate students at ECU's official peer and aspirant universities.

In contrast to the undergraduate requirements, the TOEFL requirements for graduate students are in line with ECU's peer and aspirant universities. Of the 17 peer and aspirant universities for which data is available, 15 maintain minimum TOEFL requirements of 79 or 80. Only the University of Southern Mississippi (71) and the University of North Dakota (76) have lower requirements. Similar results hold for the IELTS requirements.

TABLE 3: Graduate English Language Requirements at ECU's Peer and Aspirant Institutions

PEER & ASPIRANT UNIVERSITY	TOEFL	IELTS
East Carolina University	80	6.5
Central Michigan University	79	6.5
East Tennessee State University	79	6.5
University of North Dakota	76	6.0
University at Buffalo	79	6.5
Wright State University	79	6.0
Ohio University	80	6.5
Florida International University	80	6.5
Northern Illinois University	80	6.5
Old Dominion University	79	6.5
Southern Illinois University	80	6.5
Texas Tech University	79	6.5
University of Louisville	79	6.5
University of Nevada-Reno	79	6.5
University of South Carolina	80	6.5
University of Southern Mississippi	71	6.0
Virginia Commonwealth University	80	6.0
Western Michigan University	80	6.0
AVERAGE	78.8	6.4
MEDIAN	79.0	6.5

In light of the consensus across peer and aspirant universities it is recommended that ECU maintain its TOEFL requirements at 80 and the IELTS requirements at 6.5.

NOTE: The Graduate School recently lowered the TOEFL requirement to 78 and left the IELTS requirement at 6.5. This change is supported by the office of Global Affairs and is in line with peer and aspirant universities.

ADMISSION AND RETENTION POLICIES COMMITTEE REPORT
Proposed addition to *ECU Faculty Manual,* Part VI, Section I.X. Class Attendance
and Participation Regulations relating to student absence policy and medical absences

In recent years, issues have arisen across campus and in the Student Academic Appellate Committee regarding a lack of clarity in our student absence policies, specifically those relating to serious medical emergencies or when a physician's actions/prescription require a student to miss classes. At present, the language in the Faculty Manual indicates that "instructors should normally honor" physician excused absences, but the decision is left to the discretion of each individual instructor in all medical-related cases. This can place faculty in difficult situations. Individual Instructors do not have access to the complete student records when addressing a student's request for an excused absence. For example, faculty are unlikely to know if that student has a record of abusing the absence guidelines, would be better served by considering a medical withdrawal, or if there are other relevant mitigating circumstances in a given case. The current approach also can result in disparate treatment of students under comparable circumstances, and of the same student in different classes missed. In contrast, when a student's case has been reviewed by the Dean of Students, there is clear guidance for the instructor to follow.

Currently, the Dean of Students may provide a university-excused absence for an "extreme personal emergency" (see reason #3 in FM excerpt provided below); however, based on what appears like clear explanatory language associated with student medical absences (see second yellow highlight attached), the Dean of Students does not provide university-excused absences for medical-related "emergencies". Using a straightforward interpretation, a student taken to the emergency room in an ambulance would appear to fall in the category of an "extreme personal emergency"; however, there are as many nuanced scenarios as there are afflicted students. As a practice, personnel within the Division of Student Affairs do not want to be in a position of operating outside a provision of the Faculty Manual, either in fact or in appearance.

Therefore to provide clarity and consistency on the issue of student absences for serious medical conditions, the committee was asked to consider a small addition noted below to the third criterion the Dean of Students uses for issuing University Excused Absences. The addition of the phase "or serious medical condition" would create a clear provision that permits the Dean of Students to assess the full ramifications of a serious medical issue on a student's likely progress, advise both students and faculty accordingly and issue a University Excused Absence, if appropriate. This change would provide guidance and consistency for both faculty and students who are unsure about how to address absences due to serious medical issues.

In addition to the suggested addition to the Faculty Manual, personnel within Student Affairs are working on improving guidelines on how to proceed in cases of serious medical issues. If changes were to be adopted, the revisions would lead to greater clarity and consistency in addressing non-trivial medical absences. The proposed addition to the manual would task the Division of Student Affairs to decide whether a medical absence is excusable or not in cases where the student and the faculty disagree on the gravity of the medical issue prompting the absence.

(addition noted in **<mark>bold highlighted</mark>** print.)

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 test 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 **<mark>or serious medical condition</mark>** about which the student is unable to speak directly to the instructor.
4. The death of an immediate family member (such as parent, sibling, spouse or child)
5. Student participation in religious holidays.