PART V. ACADEMIC INFORMATION

CONTENTS

I. Academic Procedures and Policies
   A. Access to Student Educational Records (revised 2-12, #12-12)
   B. Application for Graduation (revised 2-11, #11-17)
   C. Certification (deleted 12-10, #10-93)
   D. Class Roll Verification reviewed 2-10, #10-10
   E. Coursepacks (combined with other text 2-10, #10-08)
   F. Desk Copies (combined with other text 2-10, #10-08)
   G. Faculty Absence (combined with other text in Part VI. entitled “Faculty Absence and Leave” 3-11, #11-46)
   H. Faculty Workload (revised 3-12, #12-37)
   I. Faculty Marshals (revised 2-10, #10-14)
   J. Grade Appeal Policy (revised 3-12, #12-46)
   K. Office Hours (revised 4-10, #10-53)
   L. Ordering Textbooks and Collateral Materials (revised 3-11, #11-47)
   M. Orientation of Courses
   N. Posting Grades (revised 2-10, #10-08)

NEW SECTION Grades and Grading (2-10, #10-08)

NEW SECTION Final Examinations (4-11, #11-51)

O. Privacy of Student Educational Records (revised 2-12, #12-13)

P. Re-examination (deleted 12-10, #10-93)

Q. Release of Directory Information (deleted 12-10, #10-93)

R. Reporting of Grades
   Recording of Grades (renamed & revised 2-10, #10-08)

NEW SECTION Change of Grade (2-10, #10-08)

S. Reporting Removal of Incompletes
   Grade of Incomplete (renamed & revised 2-10, #10-08)

NEW SECTION Academic Progress (2-10, #10-08)

NEW SECTION Policy to Remove Foundation Curriculum Credit (2-11, #11-15)

NEW SECTION Use of Copyrighted Works (3-12, #12-38)

T. Resale of Complimentary Textbooks (deleted 12-10, #10-93)

U. Senior Summary Sheet (deleted 12-10, #10-93)

V. Student Advising
   Faculty Academic Advising (renamed & revised 9-10, #10-70)

W. Student Attendance Regulations
   Class Attendance and Participation Regulations (renamed & revised 3-10, #10-28)

X. Student Conduct (revised 12-10, #10-92)

Y. Disruptive Academic Behavior (revised 4-11, #11-52)

Z. Supervising Tests (deleted 2-10, #10-08)

AA. Tests and Examinations (revised 2-10, #10-08)

BB. Used Books (deleted 12-10, #10-93)

CC. Mace Bearer (revised 2-10, #10-14)

II. Academic Facilities
   A. Auditoriums (deleted 2-10, #10-15)
   B. Computing and Information Systems (deleted 2-10, #10-15)
C. Emergency Action Plan
   Emergency Notification and Actions (renamed & revised 4-10, #10-47)

**NEW SECTION** Emergency Evacuation Procedures (4-10, #10-47)

D. Facilities Services (deleted 2-10, #10-15)

E. Health Sciences Library (deleted 2-10, #10-15)

F. Joyner Library (deleted 2-10, #10-15)

G. University Property (deleted 2-10, #10-15)

III. Academic Program and Curriculum Development (revised 3-12, #12-50)

IV. **NEW SECTION** Distance Education Policies (11-10, #10-77)

---

I. Academic Procedures and Policies

Academic Procedures and Policies provide 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.

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

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

C. Certification
**Deleted from manual** *(FS Resolution #10-93, December 2010)*

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

E. Coursepacks

**Combined with Desk Copies, Ordering Textbook, Collateral Material**

(FS Resolution #10-08, February 2010)

F. Desk Copies

**Combined with Desk Copies, Ordering Textbook, Collateral Material**

(FS Resolution #10-08, February 2010)

G. Faculty Absence

**Combined with other text entitled “Faculty Absence and Leave”**

(FS Resolution #11-46, March 2011)

H. 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 **Appendix C - 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 (until such time a PRR is published in the University Policy Manual, a link is provided to the referenced 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)

I. Faculty Marshals and Mace Bearer

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

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

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

The Associate Vice Chancellor for Human Resources prepares a list of the most senior faculty members in terms of years of service to the University and notifies the Chancellor and Chair of the Faculty. The Chancellor makes the appointment. If there is more than one qualified individual, the responsibility of the position should rotate among them. (FS Resolution #10-14, February 2010)

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

For information about retirement, phased retirement and emeritus faculty privileges, please refer to Part VI of the ECU Faculty Manual. (FS Resolution #11-60, April 2011)

J. Grade Appeal Policy
The goal of this grade appeal policy is to establish a clear, fair process by which undergraduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and notwithstanding the exceptions noted at the end of this policy, appeals will not be considered unless based upon one or more of the following factors:

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

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

Appeals Procedure

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

2. The first step to resolve differences between an instructor and student concerning a grade should be a discussion with the instructor. If the instructor of record will not be available within one semester (not including summer sessions), the department chair or designee may act in lieu of the instructor of record for the purpose of grade appeals.

3. If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, he or she must present to the chair of the department or designee in which the course is offered, a written appeal that includes the following:
   - A statement addressing how the appeal meets one or more of the three criteria necessary for a formal appeal.
   - A description of the outcome of the informal discussion process.
   - Any relevant documents the student would like to be reviewed as part of the appeal process.
   - A copy of the course syllabus and assignment descriptions.

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

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

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

7. The college dean shall forward a written record of the results of all grade appeals to the appropriate Vice Chancellor within fourteen calendar days. College deans shall also provide an annual summary to the Faculty Senate of the number of cases heard and the aggregate result of the process.

Exceptions to the Grade Appeal Policy
The Grade Appeal Policy shall constitute the sole internal administrative remedy for a change in grade, except when the grade being disputed resulted from an alleged academic integrity violation or when a grade dispute involves an Office of Equal Opportunity and Equity discrimination complaint. If a grade dispute arises from an issue that is covered under the university’s Academic Integrity Policy, the process for resolution that has been established for appealing academic integrity violations must be followed. If a grade dispute arises from an issue that is covered under the university’s Equal Opportunity and Equity policies, the process for resolution that the Office of Equal Opportunity and Equity has established must be completed prior to the use of the University’s grade appeal process.  
(FS Resolution #12-46, March 2012)

K. Office Hours
In addition to teaching, each instructor must maintain office hours five hours during a work-week to be available to advisees and to campus and online students who wish to consult with him or her. It is strongly recommended that the instructor be available either on campus or online at least one hour each day during the work-week.

Instructors who teach only face to face Courses: Instructors must maintain office hours in a designated location for a minimum of five hours during the work-week to be available to counsel students or to answer email.

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

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

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

L. 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)

M. Course Expectations and Requirements
High expectations for student achievement are important for all students and are a key aspect of 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 universities’ primary mission of teaching and learning. Faculty members are required to provide a course syllabus for students at the beginning of each semester. The syllabus should make clear the goals and content of the course and what will be expected of students in the course. A course syllabus should specify the instructor’s policies for class attendance, grading, civility in the classroom, and academic integrity. The syllabus should also include a schedule for tests, and assignments.

It is the responsibility of each unit administrator to have copies of syllabi for all courses taught in the school or department. (FS Resolution #10-08, February 2010)

N. 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)

NEW SECTION
Grades and Grading
Instructors assign grades on the basis of their evaluation of the academic performance of each student enrolled in their courses. Course grades are based on the quality of the student’s performance as evaluated by the performance criteria stated in the course syllabus. (FS Resolution #10-08, February 2010)

NEW SECTION
Final Examinations

The normal expectation is that the completion of both face to face and online courses will include a final examination or an alternate method of evaluating student progress. Final examinations are required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students. If a final examination is not given during the final examination period, the scheduled time for the exam should be treated as regular class with 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 printed schedule of examinations 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. A student who is absent from an examination without excuse will be given a grade of F for the examination. 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 intended to substitute for the final exam may be given during the week preceding the final examination period. Faculty may not give an examination or an assignment in lieu of an examination on Reading Day. (FS Resolution #11-51, April 2011)

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

P. Re-examinations
Deleted from manual (FS Resolution #10-93, December 2010)

Q. Release of Directory Information
Deleted from manual (FS Resolution #10-93, December 2010)

R. 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. (FS Resolution #10-08, February 2010)

NEW SECTION
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)

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

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

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

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

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

NEW SECTION
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)

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

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

NEW SECTION
Use of Copyrighted Works
1. 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.

2. 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.

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

i. Purpose and Character of the Use
The purpose and character of the use, including whether the use is of a commercial nature or for non-profit educational purposes.

ii. 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.

iii. Amount of Work to be Used
The amount, substantiality and qualitative nature of the portion used in relation to the entire copyrighted work.

iv. Effect on the Market
The effect of the use on the potential market for or value of the work.
b. Procedure for Making Fair Use Determinations
The University Copyright Committee, together with the Office of the University Attorney, shall issue and, as necessary, revise guidelines to assist University faculty, EPA non-faculty employees, SPA staff employees, and students in making fair use evaluations. The Chancellor shall also maintain copyright and fair use resources at the ECU libraries. The Copyright Management Officer shall advise faculty, EPA-non-faculty employees, SPA employees and students regarding fair use determinations pursuant to Section 2 of this policy as well as Research Information found in the ECU Faculty Manual.

(FS Resolution #12-38, March 2012)

T. Resale of Complimentary Textbooks
Deleted from manual (FS Resolution #10-93, December 2010)

U. Senior Summary Sheet
Deleted from manual (FS Resolution #10-93, December 2010)

V. Faculty Academic Advising
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)

W. Class Attendance and Participation Regulations
A student’s participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

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

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in the case of university-excused absences, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed tests or assignments. Excused absences should not lower a student’s course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.
Student Health Services does not issue official written excuses for illness or injury, but will, upon request at the time of the visit, provide a note confirming that the student has received medical care. In the event that the student is seriously ill or injured at the time of final examinations the Student Health Service or the Center for Counseling and Student Development, on request of the student, may recommend a medical incomplete. Instructors should normally honor written medical excuses from a licensed medical or psychological practitioner that states the student was too ill or injured to attend class and provides the specific date(s) for which the student was unable to attend class due to the medical or psychological problem.

The Dean of Students may authorize university-excused absences in the following situations:
1. Student participation in authorized activities as an official representative of the university (i.e. athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence.
3. An extreme personal emergency 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.

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

Instructors are expected to honor valid university-excused absences, and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of university-excused absences are required to receive approval from the instructor at the beginning of the semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to drop the course within the schedule change period.

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

A student who believes that he or she has been treated unfairly concerning absences or has been misinformed by the instructor regarding that instructor’s absence policy shall have the right to appeal. The appeal shall be in writing to the instructor’s department chairperson or school director, and in the event the resolution is not satisfactory, the final decision rests with the academic dean.  *(FS Resolution #10-28, March 2010)*

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

The Academic Integrity Policy governs student conduct directly related to academic activities involving ECU students. All alleged violations of the policy must be resolved in accordance with the procedures outlined in the Academic Integrity Policy as found in Part IV Academic Integrity of the ECU Faculty Manual. The Academic Integrity Policy is available to students at: [http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm](http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm) (FS Resolution #10-92, December 2010)

Y. Disruptive Academic Behavior

East Carolina University is committed to providing each student with a rich, distinctive educational experience. Disruptive academic behavior impedes the learning environment and hinders other students’ learning. The course instructor has original purview over his/her class and may deny a student who is unduly disruptive the right to attend the class. Students who repeatedly violate reasonable standards of behavior in the classroom or other academic setting may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a “drop” according to university policy and are eligible for tuition refund as specified in the current tuition refund policy.

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

Disruptive Academic Behavior

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

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

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

Student Appeals
The student may appeal the decision of the instructor and the department chair to remove him/her from the course to the academic dean of the college in which the course is located. The appeal must be received by the dean, in writing, within three working days of the date of the receipt of the decision by the student. The dean or dean’s designee will review the appeal and the documentation, will discuss the appeal with the faculty member and, after discussion with the student and instructor, can affirm, reverse or modify the decision made by the instructor and department chair. The student, instructor and department chair will be notified of the appeal decision no later than three working days after receiving the appeal. The dean will provide written notification of the appeal decision to the Office of Student Rights and Responsibilities, and also, if the original decision is overturned, to the Registrar’s Office. If the decision is made that the student is to return to the course then the student will be allowed to immediately return to the classroom without academic penalty and the chair will work with the student and instructor to facilitate the completion of any missed work. The dean’s decision is final.

Footnote

ECU provides reasonable accommodations to students with disabilities. When communicating a warning to a student, faculty should ensure the discussion is private and refer any student who discloses a disability to Disability Support Services. (FS Resolution #11-52, April 2011)

Z. Supervising Tests

Deleted from manual (FS Resolution #10-08, February 2010)

AA. 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)

BB. Used Books

Deleted from manual (FS Resolution #10-93, December 2010)

CC. Mace Bearer

Combined with Faculty Marshals noted above. (FS Resolution #10-14, February 2010)

II. Academic Facilities

A. Auditoriums


B. Computing and Information Systems

Deleted from manual (FS Resolution #10-15, February 2010)

C. Emergency Notification and Actions

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

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

NEW SECTION

Emergency Evacuation Procedures

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

D. Facilities Services

Deleted from manual and placed elsewhere in University Policy Manual.
III. Academic Program and Curriculum Development

Program and curriculum development are faculty responsibilities. Program and curriculum changes may be initiated, prepared, and presented for review to all relevant ECU campus bodies by voting faculty as defined in ECU Faculty Manual. Development of new academic degree programs and certificates is governed by the policies and procedures of the General Administration (GA). Consultation with the ECU Office of Academic Program Planning and Development is recommended before preparing program development requests. Instructions on specific procedures and documents for program and curriculum development proposals are available on the Office of Academic Program Planning and Development’s Web site.

The Academic Program Development Collaborative Team, an advisory body to the Academic Council, collaborates with units to strengthen program proposals and informs the Educational Policies and Planning Committee of its recommendations to the Academic Council and to the dean of the Graduate School concerning graduate programs under consideration. The Office of Continuing Studies processes requests to deliver new and existing academic programs through distance education. The chancellor has the final campus authority on academic program decisions.

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

A. Definitions

1. Degree Programs
A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a particular level of instruction. All degree programs are categorized individually in the University’s academic program inventory at the twelve-digit CIP code level. As a general rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master’s-level program requires that at least one-half of the total hours be in the program area. Programs with fewer hours are designated a concentration within an existing degree program. Degree programs require the approval of the GA and the Board of Governors (BOG). Minors and concentrations receive final approval at the campus level.

2. Certificates
A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. Certificate programs are offered at the pre-baccalaureate, post-baccalaureate, and post-master’s levels. UNC-GA has indicated that post-baccalaureate and post-master’s certificates must require a specified number of hours (18 s.h. for post-
baccalaureate, and 24 s.h. for post-master's) to be reported to the Integrated Postsecondary Education Data System (IPEDS). Program planners should be aware that not meeting these criteria may impact consideration of financial aid eligibility. Once a certificate is approved, ECU will submit it to the Department of Education to determine if the program is eligible for participation in the Title IV (financial aid) programs.

3. Teacher Licensure Areas (TLA)
These are specific course clusters that meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or a certificate. These may be at the entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, the senior vice president for academic affairs of UNC-GA must be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available from the North Carolina Department of Public Instruction.

B. Curriculum Approval Process
Curriculum development includes developing courses and requirements for new academic programs, and developing and revising courses and requirements for existing programs.

The following is the order for seeking campus approval for undergraduate curriculum changes (1000-4000-level):

- Curriculum committee of department/school in which the course(s) is/will be housed;
- Voting faculty of department/school in which the course(s) is/will be housed;
- Foundations Curriculum and Instructional Effectiveness Committee (if requesting Liberal Arts Foundations Curriculum Credit);
- Writing Across the Curriculum Committee (if requesting Writing Intensive credit);
- University Service-Learning Committee (if requesting Service-Learning credit);
- Communicate with the appropriate chairperson(s), director(s), or dean(s) of the units and programs that may be directly or indirectly affected by the curriculum;
- Chairperson/director of department/school in which the course(s) is/will be housed;
- Curriculum committee of the college in which the course(s) is/will be housed;
- Council on Teacher Education (for Teacher Licensure Areas);
- Dean of the college in which the course(s) is/will be housed;
- University Curriculum Committee;
- Faculty Senate;
- Chancellor

The following is the order for seeking campus approval for graduate curriculum changes (5000-level and above):

- Curriculum committee of department/school in which the course(s) is/will be housed;
- Voting graduate faculty of department/school in which the course(s) is/will be housed;
- Communicate with the appropriate chairperson(s), director(s), or dean(s) of the units and programs that may be directly or indirectly affected by the curriculum;
- Chairperson/director of department/school in which the course(s) is/will be housed;
- Curriculum committee of the college in which course(s) is/will be housed and TLA proposals to Council on Teacher Education;
- Dean of the college in which the course(s) is/will be housed;
- Graduate Curriculum Committee;
- Graduate Council;
- Chancellor
C. Program Development Approval Process
Program development includes developing new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title changes, and moving or discontinuing programs.

1. New Degree Programs
Proposals for new academic degrees must include a list of all UNC and private in-state institutions that offer the same or a similar degree. Program planners are expected to contact those institutions regarding their experience with program productivity (applicants, majors, job market, placement, etc.). Further, program planners are expected to identify opportunities for collaboration with institutions offering related degrees and discuss what steps have or will be taken to actively pursue those opportunities where appropriate and advantageous. To facilitate this portion of the planning process, the UNC-GA Division of Academic Affairs provides a link to the UNC Academic Program Inventory and a link to program inventories for other in-state institutions. In addition, proposals must include the Classification of Instructional Programs code under which the proposed program is to be classified. Faculty should allow ample time for review of proposals at all levels.

The approval process to plan or establish new undergraduate or graduate degree programs involves three distinct phases:
Phase I: Request for Authorization to Plan (RAP)
Phase II: Request for Authorization to Establish (RAE)
Phase III: Curriculum/Course Approval

In Phase I, the appropriate planning documents are submitted to the following academic bodies and officers in the following order for approval:
- Consultation with Academic Program Development Collaborative Team;
- Curriculum committee of department/school in which the program is/will be housed;
- Voting faculty of department/school in which the program is/will be housed;
- Chairperson/director of department/school in which program is/will be housed;
- Curriculum committee of the college in which program is/will be housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is/will be housed;
- Appropriate Vice Chancellor (for information purposes only);
- University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level. The appropriate committees will consider the curriculum framework. The GCC also will consider the external reviewers’ reports for master’s and doctoral degree proposals.
- Graduate Council for master’s or doctoral programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor

In Phase II, a request for authorization to establish (RAE) a bachelor’s, master’s, or doctoral program is submitted to the following academic bodies and officers in the following order for approval:
(The RAE document must be approved and submitted to UNC-GA within four months after the RAP is approved by UNC-GA.)

- Consultation with Academic Program Development Collaborative Team;
- Dean of the college in which the program is/will be housed;
- External review (master's and doctoral programs only);
- Graduate Curriculum Committee (master's and doctoral programs only);
- Graduate Council for master's or doctoral programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor

In Phase III, the approval of new degree requirements and courses is completed as specified above in “Curriculum Approval Process” (Part V, Section III.B) for undergraduate and graduate programs. The curriculum approval process is separate from Phases I and II and may be initiated concurrently with Phases I or II. If BOG authorization to establish is received before the curriculum approval process has been completed, a moratorium will be placed on degree implementation until a quality curriculum has been finalized.

2. New Minors, Certificates, Concentrations; Degree Title Changes; Teacher Licensure Areas; and Discontinuing Degree Programs

The following is the order for seeking campus approval for undergraduate or graduate minors, certificates, concentrations, degree title changes, teacher licensure areas, and discontinuing a degree program. (Discontinuing minors, certificates, concentrations, and teacher licensure areas are considered curricular actions.) The Chancellor or his or her designee in consultation with the Chair of the Faculty may establish deadlines of not less than two weeks by which each person and/or committee listed must report its concurrence (approval) or non-concurrence with the proposed action. Failure to report by the established deadline shall be considered an abstention and the proposed action shall progress to the next level for consideration.

- Curriculum committee of department/school in which the program is/will be housed;
- Voting faculty of department/school in which the program is/will be housed;
- Chairperson/director of department/school in which the program is/will be housed;
- Curriculum committee of the college in which the program is/will be housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is/will be housed;
- Appropriate Vice Chancellor (for information purposes only)
- University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
- Graduate Council for graduate programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor (Once new teacher licensure areas are approved by the North Carolina State Board of Education, they must be submitted to UNC-GA.)

3. Moving Degree Programs

The following is the order for seeking campus approval for moving a program.

- Curriculum committee of department/school in which the program is currently and will be housed;
- Voting faculty of department/school in which the program is currently and will be housed;
• Chairperson/director of department/school in which program is currently and will be housed;
• Curriculum committee of the college in which program is currently and will be housed; TLA proposals to Council on Teacher Education;
• Dean of the college in which the program is currently and will be housed;
• Appropriate Vice Chancellor (for information purposes only)
• University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
• Graduate Council for graduate programs;
• Educational Policies and Planning Committee;
• Faculty Senate and Academic Council;
• Chancellor

4. Process Completion
The proposing academic unit, in collaboration with the Office of Academic Program Planning and Development, prepares the final version of undergraduate and graduate program requests for the chancellor’s consideration. Once the chancellor has made an affirmative decision, the Office of Academic Program Planning and Development submits the new program request and chancellor’s communiqué to UNC-GA.

D. Academic Program Review
Every academic program is required to be reviewed as part of a seven-year unit program evaluation. The unit Academic Program Review will be conducted according to the Procedures for Unit Academic Program Review. Changes to these guidelines need to be approved by the Educational Policies and Planning Committee and the Faculty Senate. The unit Academic Program Review shall be used in the development of the unit’s operational and strategic planning.

(FS Resolution #12-50, March 2012)

IV. NEW SECTION Distance Education Policies
Distance education is a formal educational process in which the majority (i.e. more than 50%) of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not co-located. Instruction may be synchronous or asynchronous. The course may use Internet, closed circuit, cable, fiber optics, DVDs, CD-ROM or other electronic means to communicate. (The Southern Association of Colleges and Schools definition of “distance education.”)

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

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

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

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

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

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

Faculty members teaching a distance education course have access to consultation, implementation, and evaluation support from appropriate supporting units (i.e. Office of Faculty Excellence, IPAR, college Instructional Support Consultants, library services, etc). The University shall provide appropriate equipment, software, and communications access to faculty necessary to provide effective distance education. The University will ensure the availability of continuing faculty education and training to enhance proficiencies in the methodology and the technologies used in distance education.

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

F. Evaluation of Distance Education
DE Courses and faculty members teaching through distance education are subject to periodic review in addition to the faculty annual evaluation (at a minimum, once every three years). Faculty teaching multiple DE courses will submit only one course for review. Instruction in distance education courses shall be evaluated according to the instruction evaluation procedures in effect for face-to-face courses with appropriate additions consistent with the delivery method, including use of the University Peer Review Instrument for Online Learning or an approved Peer Review Instrument developed by the academic unit. Units that wish to develop their own Peer Review Instrument must use the university instrument until their own instrument is approved by the appropriate vice chancellor. Peer reviewers will be selected based on criteria determined by the faculty of the college, school or department.

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

Each distance education academic degree program shall be assessed in the same manner and the same frequency as the unit’s assessment of academic programs offered on campus. The unit administrator shall review assessment results with assigned faculty and the departmental faculty to facilitate the continual enhancement of the unit’s distance education program.

(FS Resolution #10-77, November 2010)