

EAST CAROLINA UNIVERSITY FACULTY MANUAL

PART VI

Teaching and Curriculum
Regulations, Procedures, and
Academic Program Development

PART VI

TEACHING AND CURRICULUM REGULATIONS, PROCEDURES AND ACADEMIC PROGRAM DEVELOPMENT

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

SECTION I

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

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

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

relevant period, according to the [Faculty Scholarly Reassignment Regulation \(UNC Policy 300.2.6 - Guidelines on Reassigned Time for Faculty\)](#) and upon the recommendation of the faculty member's department, school, or college personnel committee, the unit administrator and the next higher administrator, and upon the final approval of the appropriate vice chancellor.

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

II. Office Hours for Student Engagement

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

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

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

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

Each Instructor is to submit to the unit administrator a schedule of their office hours and the unit administrator is to have a complete schedule of the office hours of all Instructors of the unit. The office hour availability schedule is to be posted in the course syllabus, on the Instructor's office door, and/or on the online course website.

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

utilized. In those situations, the instructor should respond to student inquiries when their schedule permits.

III. Faculty Academic Advising: Undergraduate and Graduate

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

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

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

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

Graduate Advising

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

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

- Making appropriate referrals to other university resources when necessary to assist the student.
- Maintaining appropriate files and notes on student progress.
- Filing the graduation summary documents.

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

IV. Ordering Textbooks and Collateral Material

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

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

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

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

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

V. Course Expectations and Requirements *Revised 12-20*

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

For standard courses, whether delivery is regular face-to-face, online, or mixed, a course syllabus is required to clearly state the instructor's office location, office phone, email, office hours, a statement on continuity of instruction, and a contingency plan. Examples of syllabus language can be found here: <https://instructionalcontinuity.ecu.edu/>. The syllabus is also required to list the instructor's policy on the following: textbook(s) and other required course materials, student learning outcomes, assignments and tests, evaluation system and grading scale, late work, academic integrity, and accommodations for students with a disability. Further, it is recommended that faculty members include in the syllabus a course description and a statement on attendance expectations. (FS Resolution #20-82, December 2020)

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

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

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

VI. Tests and Examinations

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

VII. Final Examinations *Revised 12-19*

The normal expectation is that the completion of both face to face and online courses will include a final examination or an alternate method of evaluating student progress. Final examinations are required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students. When a final examination or alternate method of evaluation is given, it is expected to begin for all students shortly after the beginning of the scheduled final examination period, and all students shall have the full scheduled period to complete the evaluation. Students arriving late may be turned away, but only if other students have left the

room, and only if this policy is indicated on the course syllabus. If a final examination is not given during the final examination period, the scheduled time for the exam must be used for appropriate instructional activity. Online courses that do not give a final exam must use the final exam week for instructional purposes. The chair of the unit is responsible for monitoring adherence to scheduled examination requirements.

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

No test serving as a final exam may be given during regular class meetings. Faculty may not give an examination or an assignment in lieu of an examination on Reading Day. (FS Resolution #11-51, April 2011; FS Resolution #18-46, May 2018; FS Resolution #19-79, December 2019)

VIII. Grades

A. Grades and Grading *Revised 4-20*

Instructors assign grades on the basis of their evaluation of the academic performance of each student enrolled in their courses. Course grades are based on the quality of the student's performance as evaluated by the performance criteria stated in the course syllabus. Instructors for a course shall not use ad hoc contracted or outsourced companies or personnel to grade materials assigned in a course unless obtaining prior approval from the unit administrator. (FS Resolution #10-08, February 2010; FS Resolution #20-31, April 2020)

B. Posting Grades

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

C. Recording of Grades

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

D. Change of Grade

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

E. Grade of Incomplete

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

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

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

In the event that the student completes assigned work to remove the "I", but the instructor becomes unavailable or cannot be contacted, the unit administrator or designee will use available records including the syllabus on record to determine the appropriate grade change and submit it to the University Registrar.

Certain sequence courses, such as thesis research, may require the completion of the entire sequence before any grade other than "I" may be given for the earlier component.

F. Grade Appeal Policy

I. Purpose

This grade appeal policy establishes a process by which undergraduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. All parties involved in a disagreement over the assignment of grades are expected to engage the process in good faith.

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

Accurate and appropriate record keeping is also critical to fair and swift resolution of disputes involving grades. According to the Records Retention and Disposition Schedule for the

Institutions of the University of North Carolina System, Standard 12.21, academic materials and record documenting examinations, tests, term papers, and other course work completed by but not returned to the student are to be retained for at least one year, or until challenges are resolved. Standard 12.16 applies to “Records documenting grades assigned by instructors to students enrolled in courses.” Such records are to be destroyed in office “3 years after recorded on student’s permanent transcript record.”

II. Statement of Grade Appeal; Jurisdiction for Grade Appeals

The evaluation of student performance is based upon the professional judgment of instructors. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

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

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

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

III. Grade Appeal Process:

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

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

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

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

Step 1. Meeting between Student and Instructor

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

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

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

Step 2. Consultation with Unit Administrator

A. Written Statement of Appeal.

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

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

B. Review of Appeal Materials.

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

C. Instructor’s Decision.

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

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

Step. 3. Appeal to Grade Appeal Committee

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

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

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

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

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

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

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

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

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

IX. Academic Progress

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

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

X. Class Attendance and Participation Regulations

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

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

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

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

Medical Absences

Short-term illnesses and other medical conditions are not eligible for a university excused absence. Based on syllabus language and departmental policy, instructors should use their discretion to honor written medical excuses from a licensed health practitioner that states that student was too ill or injured to attend class and provides the specific date(s) for which the student was unable to attend class due to the medical problem. Student Health Services does not issue official UEAs for illness or injury, but will, upon request at the time of the visit, provide a note confirming that the student has received medical care. In the event that the student is seriously ill or injured at the time of final examinations, they may work with the DOS office to discuss an incomplete or other options.

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

University-Excused Absences

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

Type 1 – Pre-planned Activities:

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

Type 2 – Emergency or Unexpected Circumstances:

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

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

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

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

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

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

Provided that the proper lead time notification was given by the students for Type 1 UEAs, instructors are expected to honor all (both Type 1 and Type 2) valid university-excused absences, and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of UEAs are required to receive approval from the instructor at the beginning of the semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to drop the course within the schedule change period.

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

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

XI. Class Roll Verification

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

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

A. Appropriate Use of Copyrighted Works

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

B. Fair Use

The "fair use doctrine" of the Copyright Act allows certain statutory exemptions applicable to academia, recognizing the fundamental non-profit mission of universities to advance and disseminate knowledge for public benefit. Section 107 of the Copyright Act specifies that these exemptions exist "for purposes such as criticism, comment, news reporting, teaching (including

multiple copies for classroom use), scholarship, or research” and requires that a person evaluate four statutory factors to determine whether a proposed use is fair. If the desired use cannot be determined as “fair”, faculty members must request permission from the copyright holder or select an alternative work.

1. Elements of Fair Use

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

a. Purpose and Character of the Use

The purpose and character of the use, including whether such use is for commercial or non-profit educational purposes.

b. Nature of the Work

The characteristics of the work being used, including whether it has been previously published and whether it is factual or fictional.

c. Amount of Work to be Used

The amount, substantiality and qualitative nature of the portion used in relation to the entire copyrighted work.

d. Effect on the Market

The effect of the use on the potential market for or value of the work.

2. Support for Making Fair Use Determinations

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

XIII. Policy to Remove General Education Credit

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

Additional information available at: [General Education and Instructional Effectiveness Committee page](#). (FS Resolution #11-15, February 2011; editorially revised July 2021)

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

SECTION II

Academic Integrity (Text moved from former Part IV) *Revised 6-21*

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I. Statement of Academic Integrity

Academic integrity is the application of pertinent personal virtues, such as honesty, responsibility, authenticity, honor, and justice, to academic work. Academic integrity is a cornerstone value of the intellectual community at East Carolina University. Academic integrity is required for students to derive optimal benefit from their educational experience and their pursuit of knowledge. Violating the principle of academic integrity damages the reputation of the university and undermines its educational mission. Without the assurance of integrity in academic work, including

research, degrees from the university lose value; and the world beyond campus (graduate schools, employers, colleagues, neighbors, etc.) learns that it cannot trust credits, or a diploma earned at ECU. For these reasons, academic integrity is required of every ECU student.

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

II. Purpose and Scope

This document sets forth democratic procedures to follow for suspected academic integrity violations (AIVs) at ECU as well as possible penalties. These procedures comply with the minimal due process standards of 700.4.1 of the UNC Policy Manual

(<https://www.northcarolina.edu/apps/policy/index.php>). These procedures pertain to anyone registered for an academic course at the University, including but not limited to, undergraduate and graduate students who are classified as degree or non-degree seeking, as well as visiting students, and students studying abroad. The Academic Integrity Regulation also applies to student violations discovered after the student has completed the course, has left the University, or has graduated. Depending on the circumstances of the case, degree revocation may be a consequence, as outlined in the relevant catalog. All students are responsible for conducting themselves in a manner that enhances a learning environment where the rights, dignity, worth, and freedom of each member of the academic community are respected. Upon acceptance of admission to ECU, each student agrees to abide by the policies of the University and to conduct themselves on- and off-campus in a manner consistent with its educational mission. Students have a responsibility to review the Academic Integrity Regulation and other policies, and, if necessary, to seek clarification from the Office of Student Rights and Responsibilities (OSRR).

ECU’s policy on research misconduct is a separate and independent process from this AIV process. “Research Misconduct” is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting the results. The determinations, results, procedures, and outcomes of the Research Misconduct Proceedings shall rely on ECU’s PRR on the Regulation on Research Misconduct (<https://www.ecu.edu/prr/10/45/01>), which is necessary for university compliance with this UNC system policy as well as with state and federal laws. It is recommended that all faculty, staff, and students be familiar with the Research Misconduct Proceedings Regulation. The procedures for reporting, investigating, and determining penalties in cases of academic integrity violations under these procedures for Academic Integrity shall not supersede procedures for reporting, investigating, and determining penalties for Research Misconduct. Cases and questions related to Research Misconduct should be reported to the Office of Student Rights and Responsibilities (OSRR).

1. In addition to the expectations of Academic Integrity provided by the Faculty Manual, certain academic departments, programs, colleges, and schools, especially at the professional and graduate level, may have additional ethical and behavioral expectations of their students, including expectations for the conduct of research; further, units may also establish additional penalties for AIVs. As a result, various academic units and administrative departments have

policies specific to their area of responsibility. It is the responsibility of each student to be familiar with University policies and procedures applicable to the University generally, as well as any individual program or unit. This Academic Integrity Regulation and related policies and procedures are available on-line within the University's Policy Manual.

2. In addition to the consequences outlined in this Regulation and the possible penalties and sanctions discussed below, students who represent units within the University to third-parties, such as medical students, dental students, graduate students, student athletes, resident advisors, student organization leaders, and residential students may also be subject to additional consequences under the standards set by those units.

III. Definitions of Academic Integrity Violations

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

1. Cheating: Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work. Examples of cheating include, but are not limited to: copying from another student's paper or receiving unauthorized assistance during a quiz or examination; using books, notes, or other devices when these are not authorized; improperly obtaining tests or examinations; collaborating on academic work without authorization and/or without truthful disclosure of the extent of that collaboration; allowing or directing a substitute to take an examination.

2. Plagiarism: Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work. Examples of plagiarism include, but are not limited to: submitting a paper that has been purchased or downloaded from an essay-writing service; directly quoting, word for word, from any source, including online sources, without indicating that the material comes directly from that source; omitting a citation to a source when paraphrasing or summarizing another's work; submitting a paper written by another person as one's own work.

3. Falsification/Fabrication: The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected AIV. Examples of falsification/fabrication include, but are not limited to: making up data, research results, experimental procedures, internship or practicum experiences, or otherwise claiming academic-related experience that one has not actually had; inventing or submitting deceptive citations for the sources of one's information; submitting a false excuse for an absence from class or other academic obligation.

4. Multiple submission: The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission. Examples of multiple submission include, but are not limited to: submitting the same essay for credit in two courses without first receiving written permission; making minor revisions to an assignment that has already received credit in a course and submitting it in another class as if it were new work.

5. Violation assistance: Knowingly helping or attempting to help someone else in an act that constitutes an AIV. Examples of violation assistance include, but are not limited to: knowingly allowing another to copy answers during an examination or quiz; distributing test questions or

examination materials without permission from the faculty member teaching the course; writing an essay, or substantial portions thereof, for another student to submit as his or her own work; taking an examination or test for another student; distributing information involving clinical simulation and skills assessments.

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

IV. University-Wide Responsibility to Report AIVs

AIVs are unfair to honest students and they damage the quality and reputation of the entire university. Thus, the University places obligations on students and community members to report information on AIVs based on the principle that ignoring AIVs is as problematic as actively committing an AIV.

A. Responsibilities of Faculty, Teaching Assistants, and other Instructional Personnel

Faculty, teaching assistants, and other instructional personnel are responsible for communicating university-wide expectations for academic integrity, for example, by providing copies of this AIV Regulation or by providing a reference to it in their course syllabus to ensure that students are accountable for conforming their conduct to these expectations. It is also recommended that faculty, teaching assistants, and other instructional personnel communicate clear ground rules for academic work conducted under their supervision and take reasonable steps to prevent AIVs. For example, faculty, teaching assistants, and other instructional personnel should: prevent unauthorized access to examinations during the development, duplication, and administration of such exams; avoid reusing prior examinations (in whole or in part) to the extent possible; take all reasonable steps consistent with physical classroom conditions to reduce the risk of cheating during the administration of examinations; and maintain proper security during the administration of examinations, including as appropriate overseeing distribution and collection of examinations, and proctoring the examination session.

If faculty, teaching assistants, or other instructional personnel suspect an AIV, they should:

- follow the procedures for responding to suspected AIVs (enumerated below, Section VI). The responsibility for following the stated procedures also includes but is not limited to, the following: obeying time constraints of this regulation, providing proper notice to the respondent student, refraining from taking unilateral punitive action, and reporting the alleged violation to the Office of Student Rights and Responsibilities (OSRR), and the department chair (or their designee), as required; and
- cooperate with the OSRR and the Academic Integrity Board (AIB) when these bodies are conducting investigations, administering hearings and/or reviewing matters of academic integrity. The cooperation may call for actions such as providing testimony or other evidence, recommending appropriate sanctions, or helping to bring the matter to a prompt conclusion.

B. Responsibilities of Students:

ECU students are responsible for promoting academic integrity in the ECU community by upholding it in their own work and by reporting any suspected violations. A student knowing of

circumstances in which an AIV may have occurred (or is likely to occur) should bring this knowledge to the attention of a faculty member or OSRR.

ECU students are responsible for understanding what plagiarism is, learning the recognized techniques of proper attribution of sources used in the preparation of written work, and identifying allowable resource materials or aids to be used during examination or in completion of any graded work. Students should seek clarification from faculty if it is not clear whether a certain action would violate this Academic Integrity Policy.

ECU students are responsible for complying with faculty classroom procedures designed to reduce the possibility of cheating—such as removing unauthorized materials or aids from the classroom and protecting one's own examination paper from the view of others.

ECU students are responsible for maintaining the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student.

ECU students are responsible for reporting any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects committed an AIV. Such report should be made to the OSRR, the Office of the Dean of Students (DOS), or other appropriate instructor or official of their college or school.

ECU students are responsible for cooperating with the OSRR in the investigation and hearing of any incident of alleged violation, including providing testimony when called upon.

C. Responsibilities of other University Community Members

Other ECU community members are responsible for promoting academic integrity in the ECU community both by upholding it in their own work and by reporting any suspected AIV. An ECU community member knowing of circumstances in which an AIV may have occurred (or is likely to occur) should bring this knowledge to the attention of a faculty member or the OSRR. The AIV form for reporting to OSRR can be found at <https://osrr.ecu.edu/faculty-staff/>

D. Responsibilities of the Office of Student Rights and Responsibilities (OSRR)

The OSRR is responsible for discussing the suspected AIV with the instructor of record for the course(s) involved. The OSRR, in consultation with the faculty member(s), will follow the procedures outlined in this Regulation. The OSRR is responsible for acting as a source of information and liaison concerning this Regulation and procedure for faculty, teaching assistants, other instructional personnel, department chairs, administrators, and students.

The OSRR is also responsible for coordinating the staffing and for maintaining of the University Committee on Academic Integrity (UCAI), the Academic Integrity Review Committee (AIRC), and the Academic Integrity Board (AIB).

E. University Committee on Academic Integrity (UCAI) Composition and Membership

1. Faculty members – Sixteen faculty members, at least six (6) of whom have graduate faculty status, each of which is elected for three-year staggered terms by the Faculty Senate.
2. Student members – Sixteen students, at least six (6) of whom are graduate students, elected by and from among the members of the Student Conduct Board. These students shall serve for a one year term and may be reelected for one additional one year term.

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

The members of the UCAI form the following Boards:

- Academic Integrity Review Committee (AIRC): Is a three-member panel consisting of: one administrator from OSRR (designated by the Director of OSRR); one student member from UCAI; and one faculty member from UCAI. In cases involving possible academic integrity violations by a graduate student, the faculty appointed to the AIRC must have graduate faculty status and the student must be a graduate student. The AIRC is charged with reviewing student appeals from a Department's finding and/or academic penalty imposed. The AIRC will review the appeal request to determine if it is appropriate to forward it to the AIB. (See below for appeal grounds and standard of review.)
- Academic Integrity Board (AIB): Is a panel of five UCAI members; three faculty members and two students. The AIB is charged with determining whether a student has violated this policy and, if appropriate, assigning academic penalties and/or sanctions, in matters referred to OSRR for UCAI review. This includes: appeals from the Initial Meeting; cases in which the department recommends additional sanctions (e.g. suspension or expulsion) after an Initial Meeting; in cases of repeat violations, multi-student violations; or suspected violations at the undergraduate level that occur outside of a specific course. In all matters where the respondent student is a graduate student, at least two of the three faculty members must have graduate faculty status; and every attempt should be made to ensure that all three faculty members on the board have graduate faculty status. Additionally, in cases involving possible violations by graduate students, the student members of the board must be graduate students. The AIB will select a chair from among its faculty membership. All members of the AIB may vote on the selection of a chair.

V. Rights and Responsibilities

A. Respondent Rights and Responsibilities

A student whose conduct is under review is a Respondent and has the rights and responsibilities listed below. The Respondent may forfeit any of these rights if, after being given appropriate notice and opportunity to exercise these rights, he/she fails to do so.

Respondent Rights:

- The right to an objective and impartial evaluation of the complaint.
- The right to be present during the meeting with the instructor of record and during the AIB hearing (if applicable).
- The right to reasonable access to all information gathered throughout the investigation pertinent to the alleged violation.
- The right to present information relevant to the alleged violation, including inviting witnesses.
- The right to respond to information presented against the Respondent.
- The right to a separate meeting with a faculty member or AIB hearing in cases involving multiple Respondents. Charges against multiple Respondents involved in the same incident may be heard in a single case only if each Respondent consents to such a proceeding.

- The right not to provide information, with the understanding that the University will make a determination with or without the Respondent's information.
- The right to review of the decision, after receiving written notice of the outcome, including to appeal as described below.
- The right to be informed of pertinent University-based support services.

Respondent Responsibilities:

- The responsibility to be honest and direct in communicating with individuals involved in the Academic Integrity process.
- The responsibility to review this Academic Integrity policy and procedures and to seek clarification if necessary.
- The responsibility to respond in a timely manner to University requests for information, to promptly schedule meetings when requested, and to arrive on time for scheduled meetings.
- The responsibility to provide the decision-maker with pertinent information that the Respondent would like considered in the review of the alleged violation.
- The responsibility to participate in the Academic Integrity process in a manner that is civil and respectful.

B. Complainant Rights and Responsibilities

A faculty member, teaching assistant, or other instructional personnel who alleges a violation of this Regulation is the Complainant and has the rights and responsibilities listed below. The Complainant may forfeit any of these rights if, after being given appropriate notice and opportunity to exercise these rights, he/she fails to do so.

Complainant Rights:

- The right to an objective and impartial evaluation of the complaint.
- The right to invite relevant witnesses with knowledge of the alleged AIV.
- The right to submit a written statement.
- The right, after receiving written notice of the outcome, to review the decision, if permitted under ECU policies, University of North Carolina System policies and local, state, and federal laws.

Complainant Responsibilities:

- The responsibility to provide a copy of the course syllabus and all relevant controlling documents (e.g. project instructions).
- The responsibility to be honest and direct in communicating with individuals involved in the conduct process.
- The responsibility to review this Academic Integrity Policy and its procedures, and to seek clarification if necessary.
- The responsibility to respond in a timely manner to University requests for information, to promptly schedule meetings when requested, and to arrive on time for scheduled meetings.
- The responsibility to provide the decision-maker with pertinent information that the Complainant would like considered in the review of the alleged violation.
- The responsibility to participate in the Academic Integrity process in a manner that is civil and respectful.

C. Bias

If the Respondent and/or Complainant believes that one or more of the fact finders, such as the Department Chair (or designee), a member(s) of the AIRC, or the AIB, has a conflict with, bias about, or an interest in a case that may unduly influence the decision making either positively or negatively, the Respondent and/or Complainant may request a different Panel or Official. The challenging party will be asked to provide specific reasons for the challenge. If the challenge is made concerning the Formal Departmental Meeting, then the Department Chair (or designee) will be responsible for making a determination following the request, and may decide to recuse and replace themselves. If the challenge is made concerning the AIRC, or the AIB, then the Chair of the UCAI along with the Director of the OSRR, or designee, will determine whether the identified panel member should be removed. If the removal of a panel member results in fewer than five panel members, parties will be given the option to consent to continuing with the existing panel (less than 5 members) or to reschedule the hearing for review by a full panel.

D. Contact Information

Students have the responsibility to update personal contact information on their Pirate Port account as soon as it changes and to consistently monitor their ECU e-mail account and telephone answering equipment, as the University frequently communicates through these modes.

VI. Procedure for Reporting a Suspected Academic Integrity Violation

Outlined below is a formal procedure for reporting suspected AIVs. This procedure applies to all ECU students regardless of mode of instruction. Additional information regarding AIVs in distance education (DE) courses is available from OSRR.

Standard of Evidence: The standard used throughout the academic integrity process to reach case resolution is preponderance of the evidence. This standard will be used to evaluate the evidence for purposes of making findings and drawing conclusions for an investigation conducted under this Regulation. To meet the standard of preponderance of evidence, the evidence must demonstrate that it is more likely than not that the alleged conduct occurred. Formal rules of evidence do not apply to student conduct cases.

All complaints of suspected AIVs will be reviewed by the OSRR to track and to determine whether the reported behavior is governed by this Regulation. Anonymous complaints may result in a formal charge if they contain sufficient information to independently establish a violation of this policy.

Retaliation: The University does not tolerate retaliation against individuals who file a complaint. Retaliation means any act of interference, restraint, penalty, coercion, reprisal, intimidation, threats, or harassment against an individual for using applicable policies responsibly (including testifying, assisting, or participating in a hearing, proceeding, review process or investigation; opposing an illegal act; or exercising any other right protected by this policy). Students who retaliate against such persons will be held accountable under the Student Conduct Process

(<https://www.ecu.edu/prr/11/30/01>). It is the responsibility of the target of the retaliation to immediately report the behavior to OSRR.

A. Notice of Suspected AIV and Scheduling the Initial Meeting

Initial Meeting

If it is believed that an AIV has occurred in the Complainant's course, then the student will be invited to an Initial Meeting with the Complainant. The purpose of this meeting is to gather information and to provide the student (Respondent) with the opportunity to respond to the allegations. .

Formal review of a suspected AIV is initiated upon sending notice of the Initial Meeting. Any informal discussions between faculty and student about coursework prior to the Initial Meeting is not considered part of the formal AIV review process. The Initial Meeting is designed for the Complainant to gather information, discuss the allegation with the Respondent, and provide evidence of the suspected violation.

In a case where the AIV involves multiple students (for example, cheating rings), the Complainant should submit a report of the suspected AIV(s) to OSRR for handling. In the event that OSRR receives credible reports of multi-student violations, it reserves the right to refer the case to the UCAI for an AIB hearing.

To initiate the formal review of a suspected AIV, the Complainant (as a designated University official) shall provide written notice of the Initial Meeting to the Respondent. This notice:

1. must be sent by some method with evidence of dispatch (e.g., email from the Complainant's official ECU email account to the Respondent's official ECU email account, or hand-delivered letter accompanied by a brief form that the Respondent signs to indicate the note was delivered);
2. must be sent to the Respondent(s) involved within seven (7) calendar days of the time the suspected violation comes to the attention of the Complainant. (If the AIV is discovered during a time when regularly scheduled classes are not being held, the seven (7) calendar days shall be counted starting with the next day regularly scheduled classes are held.);
3. must communicate the following important information:
 - a. a specification of the suspected AIV(s);
 - b. a brief description of the material evidence supporting the allegation;
 - c. the proposed academic penalty and a list of the possible sanctions/penalties, including any program specific AIV penalties, if appropriate. If the Complainant believes that the alleged violation(s) could result in suspension, this possibility must be stated, and the Respondent shall be provided written notice that the matter will be referred to OSRR for review following any recommendation of suspension for a hearing process in accordance with the requirements of applicable ECU and UNC system policies. Further, if the Complaint believes that the alleged violation(s) could result in expulsion, this possibility must be stated and the Respondent shall be provided written notice that expulsion precludes matriculation at any UNC constituent institution, and that the matter will be referred to OSRR for review following any recommendation of expulsion for a hearing process in accordance with the requirements of applicable ECU and UNC system policies;
 - d. instructions for the Respondent to contact the Complainant to set up the Initial Meeting, including appropriate contact information for the Complainant;

- e. a statement presenting the option to bypass the Initial Meeting and accept the academic penalty proposed by the Complainant, including instructions for how to do so; and
- f. a copy of the student's rights and responsibilities form (available on the OSRR webpage <https://osrr.ecu.edu/faculty-staff/>)

A student may not withdraw from a course while a suspected AIV is being investigated. The AIV investigation is commenced once notice of the Initial Meeting or notice of the AIB hearing is sent, whichever comes first. If hand-delivered, then the commencement date is based upon the signed note of receipt.

If a faculty member finds an AIV at the end of the semester and the student has already attended the last scheduled class session and final exam, the faculty member should follow the steps above and notify the Respondent in writing of a suspected violation and mark a grade of Incomplete (I) until the investigation is complete.

Upon delivery of the written notification from the Complainant, the Respondent has seven (7) calendar days to contact the Complainant and schedule a day and time for the Initial Meeting. If the Respondent fails to respond to Complainant notification within seven (7) calendar days, the Respondent shall forfeit the opportunity to respond. However, the Director of OSRR (or designee) may decide to reopen a case if good cause exists or extenuating circumstances explain the Respondent's failure to respond in a timely manner (e.g. medical issue, family death, etc.).

In the event that the Respondent fails to respond to the notice, the Complainant may find the Respondent responsible for the AIV and may impose an appropriate academic penalty (as outlined below; see Section VI.C). If so, the Complainant will need to complete an Academic Integrity Violation Form (AIV form) (which is available on the OSRR webpage <https://osrr.ecu.edu/faculty-staff/>) and submit it to the OSRR within twenty-four calendar days of the date on which the notice of a suspected violation was sent to the Respondent. OSRR will notify the Respondent, in writing, of the Complainant's decision and the academic penalty within seven (7) calendar days of receiving the AIV form. The written notice shall include a copy of the student's rights and responsibilities form and inform the Respondent of their right to appeal and the appeal process (described below). In the event that the Respondent involved in the violation is a graduate student or is in a degree program that has additional penalties for or policies regarding academic integrity violations, the OSRR will also submit a copy of the AIV form to the appropriate program administrator.

The Respondent may waive the Formal Departmental Meeting and accept an academic penalty proposed by the Complainant during or after the Initial Meeting. The waiver and acceptance must be in writing and signed by the Respondent. Waivers are made available by the OSRR at <https://osrr.ecu.edu/faculty-staff/>.

If the Respondent does not accept responsibility for the alleged AIV at the Initial Meeting (or waive their rights to proceed) a Formal Departmental Meeting shall be held within twenty-four calendar days of the date that the suspected AIV came to the Complainant's attention.

B. Provisions for Special Cases

1. If a Complainant discovers a suspected violation in which the currently enrolled Respondent has used the work of a student either in a different section of the course or has taken a course at a different time, the Complainant should follow the procedures for the Initial Meeting and what follows (described in the previous section and below) for the Respondent enrolled in their course. If the other student involved is enrolled in another section of the course or if the student took the class during a different time (different semester), then the Complainant should submit the AIV Form directly to OSRR for an AIB hearing.

2. If a Complainant discovers a suspected violation at a time immediately after the Respondent is no longer within the Complainant's course, the Complainant should refer the case, including all evidence related to the suspected violation, directly to OSRR for an AIB hearing via the AIV Form. The AIB will review the evidence submitted (e.g., syllabus, any AI statement signed by the student, documents such as the paper and SafeAssign or other software used to find a suspected violation, etc.) through its normal hearing procedures and impose an appropriate academic penalty or sanction if a violation is found.

3. University Community Complainant: If the suspected AIV occurs outside of a specific course, the case will be referred directly to OSRR for an AIB hearing. (The AIV Form is available at <https://osrr.ecu.edu/faculty-staff/>). In the case of a suspected AIV reported directly to OSRR for which an instructor of record can be identified, OSRR will first consult with the faculty member(s) in charge of the course(s) affected. The faculty member will determine whether to pursue the alleged violation against the student in their course. If the faculty member decides to pursue, the procedures of the Initial Meeting and subsequent procedures (as described below) shall be followed. Following this consultation, if the suspected violation(s) is egregious, pervasive, or involves multiple students, OSRR may decide to pursue the alleged AIV(s) and additional academic penalties or sanctions outside of that course by taking the case to the UCAI for an AIB hearing.

4. Graduate Advisor or Director Complainant: If the suspected AIV involves a graduate student and occurs outside of a specific course, the case will be referred to the student's Faculty Advisor who will serve in the role of the faculty member in the steps above and below. In the event that no Faculty Advisor can be identified, the Graduate Program Director will serve in the role of the faculty member in the process described above and below. The Advisor or Director will then follow the procedures of the Initial Meeting and what follows or refer the case to the OSRR, whichever is applicable.

If the suspected academic violation involves a professional school student, the school may have its own panel or board and may have supplemental processes or procedures, and/or additional academic penalties or sanctions, as long as the professional program and its procedures comport with 700.4.1 of the UNC Policy on Minimum Substantive and Procedural Standards for Student Disciplinary Proceedings, as well as Federal, State and Local Law. The Complainant is also required to follow the procedures of this Regulation and report the suspected AIV to OSRR. Also, the professional school's panel does not have the authority to suspend or expel a student from the University; all matters where a suspension or expulsion from the University is recommended shall be referred to OSRR.

C. Formal Departmental Meeting

The Formal Departmental Meeting is designed as the primary formal hearing for Academic Integrity Violations. The Formal Departmental Meeting is not necessary, nor required, if the Respondent waives their right to this Formal Departmental Meeting during the Initial Meeting. A determination as to responsibility and/or assignment of penalty/sanction may be made at, or following, the Formal Departmental Meeting.

The Formal Departmental Meeting shall be held within twenty-four (24) calendar days of the date that the suspected AIV came to the Complainant's attention. The Respondent, Complainant, or the Department Chair (or designee) may request a reasonable postponement of the Formal Departmental Meeting by contacting the other parties, in writing, no fewer than two (2) business days before the scheduled meeting. Any requests for postponement must explain the reason for the request and provide an alternate meeting date and time. The Department Chair (or designee) will make the final determination of the meeting date and time.

1. Participating Parties and Nonparticipating Observers

The Complainant and the Department Chair (or designee) are required to participate in the Formal Departmental Meeting. The Respondent is strongly encouraged, but not required to participate. If the Respondent does not participate after being properly notified, the matter will be decided on the basis of information gathered by the Complainant or Department Chair. Witnesses with information relevant to the alleged AIV may be invited by the Respondent or Complainant. Character witnesses may not participate in the Meeting, but may submit written statements. The Respondent and the Complainant may each have a nonparticipating observer at the Formal Departmental Meeting. The Complainant's nonparticipating observer should be another faculty member from the same department. The Respondent may select a faculty member, parent, or student who is not involved in the suspected AIV, as their nonparticipating observer. The observer(s) may attend the Meeting and take careful notes for reference, but they may not actively participate or present information. The Meeting is closed to the public and no individuals except those described above may attend.

2. Meeting Procedures

The Department Chair (or designee) shall ensure an orderly meeting and that both the Complainant and Respondent have the opportunity to present evidence, including but not limited to witness testimony and relevant documents.

D. Outcome of the Formal Departmental Meeting

The Department Chair (or designee) shall evaluate evidence presented at the Formal Departmental Meeting and determine if a preponderance of evidence supports the conclusion that the Respondent is responsible for an AIV. The Department Chair (or designee) shall also determine the appropriate academic penalty and/or sanction, in consultation with the Complainant's recommendation. The outcome of the Formal Departmental Meeting shall be communicated to the student within ten (10) calendar days of the Meeting. If a determination is made in the absence of the Respondent because the Respondent failed to attend the Meeting, the Complainant must complete and submit the Academic Integrity Violation Form (AIV form; available on the OSRR webpage <https://osrr.ecu.edu/faculty-staff/>) to OSRR within twenty-four (24) calendar days from the date of Respondent notification. The Chair (or designee) can make any of the following determinations and/or assign the following academic penalties:

1. No violation found

The Department Chair (or designee) determines that the evidence fails to indicate that an AIV occurred, and therefore, no penalty will be imposed. The Department Chair will notify the student in writing of this decision, and no AIV form will be submitted to the OSRR.

2. Violation found

The Department Chair (or designee) determines that the evidence indicates that the Respondent is responsible for an AIV and that an academic penalty is appropriate. If the Respondent does not appear for a scheduled meeting, the Department Chair (or designee) may make a determination in the Respondent's absence. The Department Chair shall impose the academic penalty recommended by the Complainant, provided that, however, the penalty is an academic penalty, and in no case can the Chair issue a sanction of suspension or expulsion. The Department Chair (or designee) shall submit a completed AIV form to OSRR within ten (10) calendar days of the Meeting. If the Department Chair (or designee) deems the penalty to be disproportionate to the AIV, the Chair will indicate this finding on the AIV Form submitted to OSRR. Furthermore, if the Complainant or Department Chair (or designee) believe the violation is egregious enough to warrant further university action and additional sanction, the Department Chair (or designee) will include such a statement on the AIV Form submitted to OSRR.

Possible academic penalties include, but are not limited to, written warning, additional work or learning opportunity, reducing the grade on the assignment(s), or reducing the overall course grade.

If at any time during the review of the alleged AIV, in the Complainant's discretion, the Complainant determines the penalty for the alleged AIV should be something less than a grade reduction (e.g., a warning, some additional work or learning opportunity) then the Complainant is required to formally notify the Respondent and to formally report the decision and imposed academic penalty to the respective Department Chair (or designee) and OSRR (for its records). If at any point, however, the Complainant determines that the AIV warrants a grade reduction or other substantial academic penalty, either as a result of the initial determination and penalty assignment, or as a result of a student failing to complete alternative work or learning opportunities assigned as an initial penalty, the Complainant must follow the reporting process to OSRR for its review, support, and coordination.

If the penalty assigned is a failure for the course, OSRR will inform the registrar to record a final grade of "XF" on the Respondent's transcript to indicate that failure in the course was the result of an AIV. The "X" indicates the matter is related to a responsible finding of AIV. If the Complainant regards the AIV as severe enough to warrant additional sanction such as suspension or expulsion, the Department Chair shall indicate this recommendation on the AIV form, and the matter will be referred to OSRR for review. The decision to pursue suspension or expulsion will be made by OSRR.

The "X" designation must remain on the student's transcript for at least one year and will be removed from the official transcript after one year only if the student has completed the academic integrity training module and obtained the approval of the Director of the OSRR. The approval of the Director of the OSRR must be obtained through the submission of a formal

written request for removal of the “X” designation. Courses in which a student receives a grade of “XF” are not eligible for grade replacement even if the “X” is removed from the official transcript. All courses for which a student receives an “XF” will be factored into the student’s GPA, even if the “X” is removed from the official transcript and the course is retaken.

OSRR shall provide written notification to the Respondent of the Department Chair’s decision and the imposed academic penalty within seven (7) calendar days of receiving the AIV form. The written notice shall include a copy of the student’s rights and responsibilities form and inform the Respondent of their right to appeal and the appeal process (described below). In the event that the Respondent involved in the violation is a graduate student or is in a degree program that has additional penalties for or policies regarding AIVs, the OSRR will also submit a copy of the AIV form to the appropriate program administrator.

3. Disagreement between Complainant and Department Chair (or designee).

If there is a disagreement between the Department Chair (or designee) and Complainant regarding responsibility for the violation or academic penalty imposed, the Complainant may appeal the decision to the respective college Dean (or administrative designee) for review. In such cases, all information related to the AIV shall be submitted to the Dean (or designee) for review. The review shall be resolved within fourteen (14) calendar days. If the Dean (or designee) rules in favor of the Department Chair (or designee), that decision will be final. If the Dean (or designee) rules in favor of the Complainant, the AIV process will resume following the procedure to report the AIV to OSRR as outlined in part VI.D.2.

4. Referral to the UCAI for AIB Review

If a Respondent’s case is referred for AIB review, OSRR will notify the Respondent of the referral within seven (7) calendar days of receiving the AIV form. The role of the AIB hearing is to review the entirety of the case, including determination of responsibility, assignment of academic penalty, and additional recommended University sanctions (if applicable). There are three situations in which OSRR will refer the case to the UCAI for AIB review:

1. In a case where the recommended sanction includes suspension or expulsion.
2. In a case where the student has prior AIV. If OSRR finds that the Respondent has a prior AIV on file, the case will be referred to the UCAI for an AIB hearing to consider whether additional academic penalties or sanctions are appropriate based on a pattern of behavior and a history of prior AIV findings.
3. In a case where the AIV involves multiple students. OSRR will receive all reports of suspected AIVs involving multiple students (for example, cheating rings). Faculty members, students, and community members should, in all cases, report suspected AIVs involving multiple students to OSRR. In the event that OSRR receives credible reports of multi-student violations, it reserves the right to refer the case to the UCAI for an AIB hearing.

The AIV form, and all records concerning disciplinary actions brought against Respondent(s) for academic infractions, including charges, evidence, transcripts, recordings, summaries, appeals, correspondence, and other related records, shall be kept by the OSRR in compliance with applicable record retention periods, including the retention of records for a period of eight (8) years; in matters where suspension or expulsion is assigned as a sanction, records shall be retained permanently. Record retention is maintained in compliance with the most recent UNC

Records Retention and Disposition Schedule (§12.13) and Federal Code 20 USC 1232g; and is subject to change to remain in compliance with the governing law.

E. AIB Hearings (In lieu of Formal Departmental Meeting and for appeals Formal Departmental Meeting)

As stated above, an AIB Hearing will be convened: (1) as an appeal of the Formal Departmental Meeting; (2) when the alleged AIV occurs outside a specific course; or (3) is egregious enough that it involves possible sanctions of suspension or expulsion. (In addition to Formal Departmental Meeting appeal, examples include, but are not limited to, sanction of suspension or expulsion, cases of repeat AIVs, multi-student AIVs, or suspected violations at the undergraduate level that occur outside of a specific course.) In the case of an alleged AIV by a graduate student, at least two of the three faculty members must have graduate faculty status and every attempt should be made to ensure that all three faculty members on the AIB board have graduate faculty status. Further, in these matters, the student members of the board must be graduate students. The AIB will select a chair from among its faculty membership. All members of the AIB may vote on the selection of a chair.

All AIB hearings are reviewed de novo (from the beginning), meaning that whether the case originates from a Formal Departmental Meeting or as an AIB hearing, the case will be reviewed in its entirety, including a review of all facts and allegations to determine responsibility and the appropriate penalty/sanctions (if applicable).

The Director of the OSRR (or designee) will notify the parties involved of a meeting of the AIB within ten (10) calendar days of receipt of a case that requires an AIB hearing. The Complainant (if appropriate), the Respondent, witnesses, Student Advisors, and the five (5) Panel members shall be provided not less than 10 calendar days' notification of the date, time, and place of the AIB meeting. Appropriate waivers of the Family Educational Rights and Privacy Act (FERPA) must be obtained prior to any hearing, in accordance with applicable law. If a grade for the Respondent must be submitted prior to the conclusion of the AIB process, the Complainant shall record a grade of incomplete, pending a decision by the AIB.

1. Participating Parties and Nonparticipating Observers

The required participating parties are the Complainant, the Respondent, and the five AIB panel members, witnesses for the Complainant and/or Respondent, and any other person called by the AIB Chair. If the Respondent or Complainant would like to request the assistance of a Student Advisor, the Respondent or Complainant may contact OSRR for assistance. The Director of the OSRR (or designee) is a nonparticipating observer.

If the Respondent or Complainant (if appropriate) fail to appear without prior approval of the OSRR administrative officer, the AIB will proceed with an absentia hearing.

Attorneys are not permitted to participate in the AIB unless the Respondent is facing pending criminal charges stemming from the incident in question or if the University is otherwise required by law to allow an attorney to be present. In such situations, the attorney may only advise their client. The attorney is not permitted to actively participate in the AIB, for example, the attorney may not ask questions or present information, except and unless allowing the Respondent's attorney to participate is otherwise required by law. The Respondent will assume all responsibility for attorney fees.

2. Hearing Procedures

The AIB Chair will give an extensive and detailed summary of the case, present materials relevant to the case, and direct the AIB hearing. Detailed procedures for AIB hearings are available from the OSRR. A determination of whether the Respondent committed the AIV, and a determination of an appropriate sanction/penalty, if applicable, will be made by a simple majority of the AIB. The AIB chair will vote only in the case of a tie. Detailed procedures for AIB hearings are available from the OSRR.

The Director of the OSRR (or designee) will serve as administrative officer and is responsible for maintaining accurate and complete records of the proceedings. The hearing will be audio recorded; however, recording quality problems and/or malfunctions will not invalidate or nullify the decision of the AIB.

AIB hearings are closed to the public.

AIB members and staff assigned to perform work related to the hearing shall report any potential procedural irregularities or procedural errors that come to their attention, which may have occurred before or during the hearing, to the Director of OSRR for review by the Senior Vice Chancellor for Academic Affairs (or designee). The Senior Vice Chancellor for Academic Affairs (or designee) shall have the authority to determine whether corrective action, including but not limited to, a new hearing, is necessary to correct such procedural errors. This review does not constitute an appeal, and is a separate, independent review of the hearing procedures.

F. Appeals

During an appeal, the appealing party has the burden of showing either (1) a violation of due process; or (2) a material deviation from Substantive and Procedural Standards adopted by the Board of Governors:

- Violation of Due Process. Due Process requires notice and an opportunity to be heard. A violation of due process means that the appealing party was not provided the required notice or an opportunity to be heard due to specified procedural errors, or errors in interpretation of University policies or regulations, that were so substantial as to effectively deny the Respondent a fair hearing. Reasonable deviations from the procedures set out in this Regulation will not invalidate a decision or proceeding unless the Respondent can show that, but for the deviation or error, there likely would have been a different outcome in the case.
- Material Deviation from Substantive and Procedural Standards. Material Deviation from Substantive and Procedural Standards require that the decision reached be neither arbitrary nor capricious. A material deviation from substantive standards means that there is a lack of information in the record that could support the decision or sanction(s). This does not mean the information presented at the hearing can be re-argued on appeal; rather, it requires showing that no reasonable person could have determined the Respondent was responsible or could have imposed the sanction that was issued, based upon the information in the record. A material deviation from procedural standards means that a lack of information in the record that could support the decision is due to a procedural error that resulted in the proffered evidence or testimony being excluded.

The Respondent must specify in writing (“appeal letter”) which grounds form the basis for the Respondent’s appeal. The Respondent must provide factual information to support the appeal and explain what outcome is sought. The Respondent has a right to be assisted in preparing

their written challenge by a licensed attorney or non-attorney advocate, at the Respondent's expense.

The appeal letter must be dated, signed by the Respondent, and received by OSRR within five (5) calendar days from the date that the written decision on sanctions is provided to the Respondent, either by hand delivery or by delivery or attempted delivery through e-mail. Appeals should be directed to osrr@ecu.edu; or 364 Wright Building. Failure to deliver the written notice of appeal within this time limit will render the decision of the Department Chair/AIB final and conclusive. An extension of time for good cause may be requested within the five day limit, but it is within the discretion of OSRR to grant or deny such requests.

Appeals will be limited to the record of the hearing, including the supporting documents provided by the Respondent and available records ("written record") within OSRR.

In appeals from a Formal Departmental Meeting, the AIRC will review the written record and make a determination as to whether a decision and/or sanction is supported by the evidence and whether the decision or penalty/sanction should be altered. If the AIRC denies the appeal, the decision of the Department Chair and any assigned sanctions are effective immediately, and the student will have no further appeal opportunities. The AIRC decision is final.

The final decision of the AIRC will be made within 45 calendar days after the hearing and will be shared with the Respondent in writing within ten (10) calendar days of the date the decision was made. The decision will include a brief summary of the information upon which the decision was based.

In appeals from a hearing before the AIB where suspension is assigned, the Director of OSRR will compile the written record and provide it to the Senior Vice Chancellor for Academic Affairs (or designee) who will make the final administrative determination. The Vice Chancellor (or designee) will determine whether to impose the sanctions recommended by the AIB, to modify the sanctions recommended by the AIB, to refer the case back to OSRR for a new hearing before a different AIB, or to take other necessary administrative action.

In appeals from a hearing before the AIB where expulsion is recommended, the Director of OSRR will compile the written record and provide it to the Senior Vice Chancellor for Academic Affairs (or designee) who will make the final administrative determination. The Vice Chancellor (or designee) will determine whether to impose the sanctions recommended by the AIB, to modify the sanctions recommended by the AIB, or to refer the case back to OSRR for a new hearing before a different AIB, or to take other necessary administrative action. If the Vice Chancellor (or designee) determines that the student should be expelled from the University, the student has the right to file an appeal by following the process described in Section G below.

The final decision in cases where suspension or expulsion is the sanction will be made within 45 calendar days after the hearing and will be shared with the Respondent in writing within ten (10) calendar days of the date on which the decision was made. The letter will include a brief summary of the information upon which the decision was based and any appeal rights, including the time limits during which to appeal and the permitted grounds for appeal.

Requests for reconsideration based on new information, sufficient to alter a decision and not

reasonably available at the time of the decision, should be directed to the original decision-maker. A Complainant or Respondent has one calendar year after the final imposition of sanctions by the University to present new information.

G. Appeal of Expulsion

Should the Senior Vice Chancellor for Academic Affairs (or designee) uphold a recommendation of expulsion, the Respondent has the right to appeal the decision to the East Carolina University Board of Trustees. The Respondent should send a written appeal by certified or registered mail, return receipt requested, or by another means that provides proof of delivery to the Assistant Secretary to Board within ten (10) calendar days after the notice of the Vice Chancellor's decision is sent to the Respondent. A copy should also be provided to the Office of Student Rights and Responsibilities and the Vice Chancellor for Legal Affairs and University Counsel of East Carolina University. If the appeal is received in a timely manner, the Board of Trustees will establish a schedule for its review. If the Respondent fails to comply with the schedule, the Board of Trustees may dismiss the appeal. The decision of the Board of Trustees is final.

VII. Records

A. Family Educational Rights and Privacy Act of 1974: Academic Conduct case information is recorded and maintained by OSRR in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information contained in OSRR files that personally identifies a student will not be released without the written and dated consent of the student identified in the record. However, disciplinary records may be shared with third parties to the extent allowed under FERPA. For specific information on FERPA, please contact the Registrar's Office.

B. Maintenance of Records: Academic Conduct records are maintained by the OSRR for at least eight (8) years from the completion of the last sanction imposed. Records of students, who have been suspended or expelled, and of those who have a pending case or have not completed sanctions, are kept indefinitely.

C. UNC Suspension/Expulsion Database: Information about students who are suspended, expelled, or have serious pending cases is entered into a UNC database, where it is stored permanently. All UNC constituent institutions have access to this information.

D. Transcript Notation: Academic Conduct suspensions and expulsions will be permanently marked on the student's transcript.

E. Awarding of Degrees: The University does not award degrees solely because a student successfully completed all academic requirements. Violations of this Regulation and/or the Student Code of Conduct, including academic and non-academic violations, may impact the awarding of a degree, and if a student has a disciplinary complaint pending, the awarding of the degree may be delayed until the complaint is resolved, and, if imposed, the sanctions have been completed.

F. Withdrawal: Students with a pending AIV case will not be permitted to withdraw from the University without first resolving the case, or receiving permission from the Director of OSRR to do so.

G. Continual Enrollment: Students with a pending AIV case might be prohibited from future enrollment until the AIV matter is resolved by the University.

VIII. Annual Reports

At the end of each academic year, the UCAI shall prepare a report summarizing its work. This annual report shall be submitted early in the fall semester to the Faculty Senate, the Student Government Association (SGA), and the Academic Council.

IX. Review of the AIV Process

The Faculty Senate will convene the AIV Review Committee every three (3) years. This committee will assess the effectiveness of the AIV process and related policies and recommend any changes in policy or procedure to the Faculty Senate.

Originally Approved (entire document): Faculty Senate Resolution #83-26, April 1983
East Carolina University Chancellor

Amended:

FS Resolution #83-30 thru #83-34, April 1983 Chancellor

FS Resolution #84-42, January 1985 Chancellor

FS Resolution #87-16, October 1987 Chancellor

FS Resolution #11-36, June 2011 Chancellor

FS Resolution #20-18, June 2021 Chancellor

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

SECTION III Distance Education Policies *(Revised 5-23)*

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- VIII. Evaluation of Distance Education

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

I. Distance Education Courses and Programs

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

II. Oversight of Distance Education

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

III. Courses Delivered by Distance Education

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

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

IV. Fostering Academic Integrity in Distance Education

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

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

Faculty using online proctoring tools within their course are required to include syllabus language providing the technical requirements and information detailing data collected.

Example Syllabus Language: This course requires exam proctoring through [Enter Tool Name].

The systems used for verification of student identity and integrity for proctored examinations require the use of webcams, audio, recording of the computer screen and the student, capturing of other identification information such as student ID cards, and the storing of this collected data for review of security and integrity of the examination(s). As part of the exam experience, you may be asked to comply with reasonable proctoring methods, including a scan of computer monitors and the immediate desktop testing area with your webcam. If a live proctor is used and if you are suspected of using unallowed resources, you may be asked to point your webcam in the direction you are looking off camera.

The specific equipment, internet, and software requirements are listed here [Insert Link to Tool Specific Requirements]. For example, [update the text in the example to reflect the specific requirements of the tool you are using in your course] tests cannot be taken on a phone, tablets, Chromebook, or Linux operating systems. Windows 10 or MacOS 10.15 is recommended with 16GB of Ram. Please review the specific details to ensure you can meet the requirements.

Students must complete getting started steps, which will include testing your equipment. These steps must be completed before each exam and are encouraged to be performed early in the semester to avoid system requirement issues. [Insert Details and Links Here]

V. Instructor Preparation

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

Unit administrators are responsible for ensuring that each instructor teaching distance education courses has the appropriate distance education training. All instructors teaching distance education courses will engage in at least one training activity each academic year that addresses advances in the methodologies and technologies used in distance education. Training is documented in the faculty annual report of each instructor teaching one or more distance education courses.

VI. Professional Development Activities for Online Instructors

Each faculty member who teaches one or more distance education courses must complete an initial university training program consisting of online instructional modules. Faculty continuing to teach distance education courses must engage in at least one professional development activity each academic year that addresses advances in the methodologies and technologies used in distance education.

The following all qualify as professional development activity:

- Instructional modules in Cornerstone related to distance education.
- Any of the following activities if it is related to online learning /teaching
 - Attending an external conference session or webinar (e.g. teaching of accounting online at a national accounting conference)
 - Presenting a research paper (e.g. comparison of learning outcomes for course taught face-to-face and online, etc.)
 - Presenting a seminar (in-house or external)
 - Publishing a paper or proceeding or other relevant professional publications
 - Attending a seminar presented by the Office for Faculty Excellence (OFE) or Academic Technologies-ITCS (see examples in attachment) or individual units. To register for OFE or Academic Technologies programs, go to <https://ofe.ecu.edu/>.
 - Being a finalist for a distance education award (e.g. Max Ray Joyner)

Documentation of the above can include program listings, history of participation, tables of content from program, certificate of completion, etc.

- individual units will offer seminars and other programs related to online learning / teaching. As these are announced, they will be distributed via email, posted in cornerstone, and or other

means of communication. Documentation will be provided by the presenter(s). Please add it to your records.

If there is a specific seminar or topic or activity that you think may qualify but you are not certain, or if you have questions or require further information, you can complete the below Petition for Alternative Activity to Meet the ECU Distance Education Professional Development Requirement and submit it to your unit administrator. This form will be placed online once it has been approved by the Chancellor.

Petition for Alternative Activity to meet the
ECU Distance Education Professional Development Requirement

Faculty can petition to have an activity other than those identified by the university meet the DE Professional Development requirement. To petition, complete this form, save it, and email it to your unit administrator.

Name _____ email _____

College _____ Department _____

Activity Title: _____

Date of Activity: _____

Description of activity and time Invested in its completion:

(FS Resolution #19-88, January 2020)

VII. Standards for Online Learning

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

Course Overview & Introduction

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

Learning Objectives

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

Assessment & Measurement

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

Resources & Materials

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

Learner Interaction

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

Course Technology

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

Accountability

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

VIII. Evaluation of Distance Education

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

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

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

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

SECTION IV

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

CONTENTS

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

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

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

The university administers student educational records in accordance with the provisions of the [Family Educational Rights and Privacy Act](#), also known as the Buckley Amendment or FERPA. This regulation provides that the student has a right of access to student educational records maintained by the university or any department or unit within the university, subject to certain exceptions which are outlined in this regulation maintained. This regulation also protects the confidentiality of personally identifiable information in student records. Except to the extent allowed by applicable law, personally identifiable information contained in a student educational record will not be disclosed. A copy of this regulation is maintained by the University

Registrar. All members of the campus community should be thoroughly familiar with this regulation and comply with its provisions. (FS Resolution #12-13, January 2012)

II. Student Conduct

A. Disruptive Academic Behavior

East Carolina University is committed to providing each student with a rich, distinctive educational experience. Disruptive academic behavior impedes the learning environment and hinders other students' learning. The course instructor has original purview over their 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 their department chair. If it is decided to remove the student from the course then the instructor should schedule a meeting with their department chair and the student to inform the student that they are 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 them 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)

B. The Student Code of Conduct

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

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

<https://osrr.ecu.edu/>

(FS Resolution #10-92, December 2010)

III. Student Complaints

East Carolina University (ECU) is committed to maximizing student success and providing the highest quality educational experience. In general, the investments that faculty and students make in assuring this excellence are part of ECU's academic culture and are carried out in a very positive learning environment. Occasionally and for varied reasons, the experience can be negative. While

this is a relatively rare event, ECU will provide a respectful and responsive avenue for students to lodge complaints concerning the performance of an instructor. In addition, ECU must consider due process in notifying instructors of such complaints and in permitting appropriate responses.

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

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

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

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

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

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

If warranted, the Chair/ unit administrator will initiate other actions to investigate the complaint,

e.g., visiting class, inspecting the syllabus, and examining grading records. The investigation may continue even if the student withdraws the complaint.

If the complaint is substantiated, then a form/letter documenting, to the extent allowed by law, the investigation and its resolution will be included in instructor's personnel file. Typically, a copy of the student complaint or an administrator's record of a verbal complaint, redacted to remove all personally identifiable information about the student, will be one of the items placed in the file. The instructor will receive timely notification of the addition to his or her personnel file and will be advised of his or her right to include a response in the personnel file, and of potential avenues for appeal as outlined in Part XII, Section I of the Faculty Manual. Disclosure of some or all of an otherwise confidential student education record may occur when rights protected by Due Process are at stake, such as those instances where the results of a disciplinary proceeding could adversely impact an instructor's property interests.

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

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

SECTION V

Graduation Policies (Text moved from former Part V)

CONTENTS

- I. Application for Graduation
 - II. Faculty Marshals *(Revised 12-21)*
 - III. Mace Bearer *(Revised 1-16)*
-

I. Application for Graduation

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

II. Faculty Marshals

Faculty Marshals are ten faculty and two alternates appointed from the full-time 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. The Chief Faculty Marshal shall serve as ex-officio on the Administrative Commencement Committee. A Faculty Marshal's appointment is a one-term, four year appointment beginning August 1. The Chair of the Faculty will make recommendations in May of each year to the Chancellor, who will appoint the individuals no later than July 31.

III. Mace Bearer

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

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

The Associate Vice Chancellor for Human Resources prepares a list of the most senior faculty members in terms of years of service to the University and notifies the Chancellor and Chair of the Faculty. The Chancellor makes the appointment. The Chancellor makes this appointment taking diversity of the University community into consideration. If there is more than one qualified individual, the responsibility of the position should rotate annually among them. (FS Resolution #10-14, February 2010; FS Resolution #15-101, December 2015)

Faculty members have the following options for ordering academic apparel:

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

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

SECTION VI

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

I. Emergency Notification and Actions

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

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

II. Emergency Evacuation Procedures

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

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

SECTION VII

Curriculum Procedures, Academic Program Development, and the Academic Calendar

(Revised 2-21)

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

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

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

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

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

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

A. Definitions

1. Degree Programs

A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a specified level of instruction. All degree programs are categorized individually in the University's academic program inventory (API) at the six-digit CIP code level, with a unique UNC-SO identifying code, and teacher licensure area, if applicable. As a rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master's level program requires that at least one-half of the total hours be in the program area. Anything less than this within an existing degree program should be designated a concentration. Degree programs require final approval by UNC-SO and the UNC Board of Governors (BOG). Minors and concentrations receive final approval at the campus level. (Paraphrased from Academic Program Guidance, UNC System Office, 1/25/16. Accessed at https://www.northcarolina.edu/wp-content/uploads/2016/01/academicprogramdevelopment_guidance_january25.2016v1.pdf.)

2. Certificates

A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. ECU offers certificate programs at a minimum of 12 credit hours at the pre-baccalaureate level, and a minimum of 9 credit hours at the post-baccalaureate, post-master's, and post-doctoral levels. Once a certificate is approved, it must be submitted to the U.S. Department of Education to determine if the program is eligible for participation in Title IV (financial aid) programs.

3. Teacher Licensure Areas (TLAs)

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

B. Program Coordination

Each degree program and certificate will have a designated Program Director or Coordinator who must be approved by the unit chair (or, in the case of interdisciplinary programs, appointed by the college dean) and qualified to lead development and review of the program's curriculum. (FS Resolution #19-08)

C. Levels of Delegated Authority for Course and Program Approval Process

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

Level I Course Changes:

1. Revising a course: title, description, objectives, prerequisite(s), prefix, repeatability, credit hours, and content
2. Renumbering an existing course at the same or different level
3. Revising the prefix for an entire course list or program*

4. Banking or deleting courses
5. Removing a 5000-level course from the undergraduate catalog
6. Proposing new courses

* Memo-only action; committee may waive faculty attendance

Level I Program Changes:

1. Revising degrees: revising course selections (excludes total credit hours); revising core requirements, electives, admission standards, and/or descriptive text; adding or removing thesis/non-thesis options
2. Revising certificates: revising course selections (excludes total credit hours); revising core requirements, electives, admission standards, and/or descriptive text
3. Revising concentrations and minors: revising course selections (including total credit hours); revising titles; revising core requirements, electives, admission standards, and/or descriptive text; discontinuing

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

Level II Course and Program Changes: Delegated authority to EPPC and Academic Council. Level II changes course and program changes require approval at the department, college or school, and university levels including Undergraduate Curriculum/Graduate Curriculum Committee, Graduate Council, EPPC, Faculty Senate and the Chancellor (Academic Council).

1. Increasing/decreasing a graduate degree total credit hours by less than 25%
2. Moving a prefix, degree, certificate, concentration, or minor program to a new academic home
3. Proposing an accelerated degree program
4. Proposing a new certificate
5. Proposing a new concentration in an existing degree program
6. Proposing a new minor
7. Revising an existing certificate title
8. Revising an existing certificate total credit hours
9. Revising a CIP code for an existing certificate
10. Discontinuing an existing certificate (no UCC/GCC review required)

Level III Program Changes: Require Chancellor Approval

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

1. Discontinuing an existing degree program (no UCC/GCC review required)
2. Proposing a new degree program
3. Revising an existing degree title
4. Increasing/decreasing an existing undergraduate degree outside the UNC mandatory 120 total credit hours
5. Consolidating two or more existing degrees

6. Proposing a new delivery mode for an existing degree (no UCC/GCC review required)
7. Increasing/decreasing graduate degree total credit hours by 25% or more
8. Changing a degree designation (e.g., MA to MS)

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

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

D. New Degree Program Development Approval Process

Proposed programs must be approved for inclusion on the ECU Academic Program Plan through the Request for Inclusion process and, by special circumstance, through the Academic Council in consultation with the Educational Policies and Planning Committee. All program proposals accepted on the plan undergo a rigorous campus-wide vetting process and are submitted in accordance with UNC-SO policies and procedures. New degree programs may not be advertised until ECU receives UNC BOG approval.

Programs included on the ECU Academic Program Plan require approval at the department, college/school and university levels/committees through approval of the Academic Program Development Collaborative Team. In the first (planning) phase of development, all ECU faculty are invited to participate in a campus-wide process and are invited to provide formal feedback to aid in decision-making by the Academic Council. Upon approval of the Academic Council, the planning document is submitted to the UNC-SO. The establishment phase of development follows normal campus review processes, including curriculum and program proposals.

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

E. Academic Program Review

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

F. Academic Calendar

Because the Academic Calendar is fundamental to the "content, quality, and effectiveness of the curriculum," (see para. 1 above; or SACS) no changes to the Academic Calendar shall be made without consultation of the Calendar Committee and Faculty Senate.

Faculty Senate Resolution #10-08, February 2010

Faculty Senate Resolution #10-53, April 2010

Faculty Senate Resolution #12-46, March 2012

Faculty Senate Resolution #12-50, March 2012

Faculty Senate Resolution #14-62, May 2014

Faculty Senate Resolution #15-63, May 2015

Faculty Senate Resolution #17-13, March 2017

Faculty Senate Resolution #18-22, April 2018

Faculty Senate Resolution #18-68, January 2019
Faculty Senate Resolution #19-08, February 2019
Faculty Senate Resolution #19-71, November 2019
Faculty Senate Resolution #19-79, December 2019
Faculty Senate Resolution #19-88, January 2020
Faculty Senate Resolution #20-18, June 2021
Faculty Senate Resolution #20-31, April 2020
Faculty Senate Resolution #20-58, November 2020
Faculty Senate Resolution #20-72, December 2020
Faculty Senate Resolution #20-82, December 2020
Faculty Senate Resolution #21-02, February 2021
Faculty Senate Resolution #21-27, April 2021
Faculty Senate Resolution #21-33, June 2021
Faculty Senate Resolution #21-61, December 2021
Faculty Senate Resolution #22-66, January 2023
Faculty Senate Resolution #23-29, May 2023
Faculty Senate Resolution #22-58, January 2023
Faculty Senate Resolution #23-17, April 2023
