

Part I: Signatures Attesting to Integrity
(Applicable to all institutions)

Directions: Please include Part I with Parts II, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

By signing below, we attest that **East Carolina University** has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

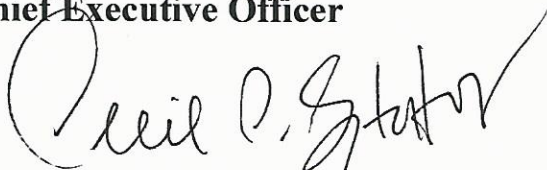
Date of Submission: March 4, 2019

Accreditation Liaison



Cynthia M. Bellacero, Ph.D.
Director of Academic Planning & Accreditation
SACSCOC Liaison

Chief Executive Officer



Cecil P. Staton, Ph.D.
Chancellor



*Southern Association of Colleges and Schools
Commission on Colleges*

**INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS**

GENERAL INFORMATION

Name of Institution East Carolina University

Name, Title, Phone number, and email address of Accreditation Liaison

Dr. Cynthia M. Bellacero, SACSCOC Liaison
Director, Academic Planning & Accreditation
252-737-3614

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Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Ms. Emily Maida, Planning & Accreditation Associate
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IMPORTANT:

Accreditation Activity (*check one*):

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

Submission date of this completed document: 03/15/2019

EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) _____

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (*check one*)
 - Independent, not-for-profit
 - Name of corporation OR
Name of religious affiliation and control: _____
- Independent, for-profit *
 - If publicly traded, name of parent company: _____

- Public state * (*check one*)
- Not part of a state system, institution has own independent board
- Part of a state system, system board serves as governing board
- Part of a state system, system board is super governing board, local governing board has delegated authority
- Part of a state system, institution has own independent board

* *If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.*

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:

Please address the following and attach the information to this form.

1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Overview

East Carolina University (ECU), a public, four-year university established in 1907, is located in Greenville, North Carolina. ECU has 11 degree-granting colleges/school/institutes. Serving a largely rural population in the coastal region of the state, ECU is one of 17 constituent institutions within the University of North Carolina (UNC) System. ECU accomplishes its mission - to be a national model for student success, public service and regional transformation - through education, research, creative activities and service.

As of Fall 2018, ECU is the fourth largest institution in the UNC System. ECU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. The UNC System is governed by a Board of Governors, which delegates significant responsibility to ECU's Board of Trustees. The Carnegie Commission on Higher Education classifies ECU as a Doctoral University: Higher Research Activity. In 2010 and 2015, ECU received the Community Engagement Classification from the New England Resource Center for Higher Education.

Facts and Figures

ECU has 11 degree-granting colleges and schools, which offers 84 baccalaureate degree programs, 71 master's degree programs, five professional practice doctoral programs, 13 research/scholarship doctoral programs, 84 certificates, and two specialist degree programs. In Fall 2018, ECU employed nearly 7,000 personnel (including graduate assistants); more than 2,000 of these employees held a faculty appointment. In 2017-2018, ECU conferred more than 7,000 degrees and had core expenses exceeding \$895 million.

ECU's total enrollment in Fall 2018 was 28,178 with 23,017 undergraduates and 5,161 graduate students. All 100 counties in North Carolina, 50 states and the District of Columbia, and 63 countries were represented in the student body. Ethnic minorities made up 30 percent of undergraduate students, 25 percent of graduate students, 35 percent of medical students, and 37 percent of dental students. Almost 24 percent of all students were enrolled in distance education courses only. (last updated 11/19/18)

2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

* Program Types:

Degrees:

BA = Bachelor of Arts	MBA = Master of Business Administration
BS = Bachelor of Science	MCM = Master of Construction Management
BSW = Bachelor of Science in Social Work	MM = Master of Music
DNP = Doctor of Nursing Practice	MPA = Master of Public Administration
DrPH = Doctor of Public Health	MS = Master of Science
EdD = Doctor of Education	MSEH = Master of Science in Environmental Health
EdS = Education Specialist	MSN = Master of Science in Nursing
MA = Master of Arts	MSW = Master of Science in Social Work
MAEd = Master of Arts in Education	

Certificates:

4C = Undergraduate Certificates	PD = Post-doctorate
PB = Post-baccalaureate	PM = Post-master's

DEGREES CONFERRED BY COLLEGE AND PROGRAM JULY 1, 2017 THROUGH JUNE 30, 2018			
Source: Banner Student Module			
COLLEGE	CREDENTIAL	PROGRAM	COUNT
Brody School of Medicine	DRPH	Public Health (New)	0
	PB Certificate	Ethnic and Rural Health Disparities	1
	PB Certificate	Public Health Foundations and Practice	4
	PB Certificate	Community Health Center Administration (discontinued)	0
	MPH	Public Health	38
	MS	Biomedical Sciences	4
	PHD	Biomedical Sciences, Anatomy Concentration	1
	PHD	Biomedical Sciences, Biochemistry Concentration	2
	PHD	Biomedical Sciences, Microbiology and Immunology Concentration	3
	PHD	Biomedical Sciences, Pharmacology Concentration	4
	PHD	Biomedical Sciences, Physiology Concentration	2
	PHD	Interdisciplinary Biological Sciences, Biology Concentration	2
	PHD	Interdisciplinary Biological Sciences, Biomedical Science Concentration	0
	PHD	Interdisciplinary Biological Sciences, Chemistry Concentration	0
MD	Medicine	75	
College of Fine Arts and Communication	BA	Theatre Arts	1
	BFA	Art	82

COLLEGE	CREDENTIAL	PROGRAM	COUNT
	BFA	Art Education	3
	BFA	Dance	13
	BFA	Theatre Arts	36
	BFA	Theatre Arts Education	4
	BM	Music	30
	BM	Music Education	10
	BS	Communication	308
	PB Certificate	Advanced Performance Studies	2
	PB Certificate	Health Communication	6
	PB Certificate	Suzuki Pedagogy	0
	MA	Communication	11
	MAED	Art Education	2
	MFA	Art	4
	MM	Music	12
	MM	Music Education	6
College of Health and Human Performance	BS	Athletic Training (discontinued)	18
	BS	Birth-Kindergarten (B-K) Teacher Education	19
	BS	Child Life (discontinued)	15
	BS	Environmental Health	11
	BS	Exercise Physiology	99
	BS	Family and Community Services	86
	BS	Family and Consumer Sciences Education	5
	BS	Fashion Merchandising and Consumer Studies	37
	BS	Health Fitness Specialist	98
	BS	Interior Design	14
	BS	Physical Education	18
	BS	Public Health (Public Health Studies BS retitled to Public Health BS, effective fall, 2018)	288
	BS	Recreation and Park Management	48
	BS	Recreational Therapy	71
	BS	Sports Studies	38
	BSW	Social Work	74
	PB Certificate	Aquatics Therapy (discontinued)	2
	PB Certificate	Biofeedback	4
	PB Certificate	Physical Education Clinical Supervision	2
	PB Certificate	Sport Management	4
	PB Certificate	Substance Abuse	31
	PB Certificate	Gerontology	4
	MAED	Birth through Kindergarten Education	5
	MA	Health Education	19
	MS	Athletic Training	0
	MSEH	Environmental Health	8

COLLEGE	CREDENTIAL	PROGRAM	COUNT
	MS	Human Development and Family Science	14
	MS	Kinesiology	33
	MS	Marriage and Family Therapy	12
	MS	Recreation Services and Interventions	11
	MS	Recreational Therapy Administration (discontinued)	1
	MSW	Social Work	66
	PHD	Bioenergetics and Exercise Science	2
	PHD	Medical Family Therapy	2
College of Allied Health Sciences	AUD	Audiology	4
	BS	Clinical Laboratory Science	8
	BS	Health Services Management	50
	BS	Health Information Management	0
	BS	Nutrition and Dietetics	42
	BS	Rehabilitation Services	20
	BS	Speech and Hearing Sciences	27
	PB Certificate	Health Informatics	4
	PB Certificate	Health Care Management (discontinued)	0
	PB Certificate	Health Information Management	14
	PB Certificate	Health Care Administration	8
	PB Certificate	Military and Trauma Counseling	13
	PB Certificate	Rehabilitation Counseling	3
	PB Certificate	Substance Abuse Counseling	18
	PB Certificate	Vocational Evaluation	4
	PB Certificate	Health Care Management	21
	DPT	Physical Therapy	26
	MS	Clinical Counseling	24
	MS	Communication Sciences and Disorders	50
	MS	Health Informatics and Information Management	15
	MS	Nutrition	18
	MSOT	Occupational Therapy	22
	MS	Physician Assistant	34
	MS	Rehabilitation and Career Counseling	2
	PHD	Rehabilitation Sciences	2
	PHD	Rehabilitation Counseling and Administration	5
College of Arts and Sciences	UG Certificate (4C)	Business and Technical Communication	8
	UG Certificate (4C)	Cultural Resource Management	6
	UG Certificate (4C)	Forensic Anthropology	6
	UG Certificate (4C)	Geographic Information Science	12
	UG Certificate (4C)	Global Cross-Cultural Competency	11
	UG Certificate (4C)	Global Understanding	0
	UG Certificate (4C)	Global Understanding with Distinction	5

COLLEGE	CREDENTIAL	PROGRAM	COUNT
	UG Certificate (4C)	Teaching English to Speakers of Other Languages (TESOL)	5
	BA	African and African American Studies	7
	BA	Anthropology	35
	BA	Chemistry	44
	BA	Economics	8
	BA	English	45
	BA	Foreign Languages and Literature, French Concentration	2
	BA	Foreign Languages and Literature, German Concentration	6
	BA	Foreign Languages and Literature, Global Studies Concentration	1
	BA	Foreign Languages and Literature, Hispanic Studies Concentration	16
	BA	Foreign Languages and Literature, Hispanic Studies Education Concentration	2
	BA	Foreign Languages and Literature, German Education Concentration	0
	BA	Foreign Languages and Literature, French Education Concentration	1
	BA	Geography (discontinuation notification sent to SACSCOC)	0
	BA	History	36
	BA	Mathematics	8
	BA	Multidisciplinary Studies, Neuroscience Concentration	0
	BA	Multidisciplinary Studies, Security Studies Concentration	3
	BA	Multidisciplinary Studies, Individual Concentration	9
	BA	Multidisciplinary Studies, International Studies Concentration	8
	BA	Multidisciplinary Studies, Classics or Classical Civilizations Concentration	1
	BA	Multidisciplinary Studies, Religious Studies Concentration	5
	BA	Philosophy	14
	BA	Political Science	45
	BA	Psychology	197
	BA	Sociology	11
	BSAP	Applied Physics (discontinued)	2
	BS	Applied Atmospheric Science	7
	BS	Applied Geography	12
	BS	Applied Sociology	32
	BS	Biochemistry	16
	BS	Biology, General	173
	BS	Chemistry	21
	BS	Criminal Justice	203
	BS	Economics	81
	BS	Geographic Information Science and Technology	7

COLLEGE	CREDENTIAL	PROGRAM	COUNT
	BS	Geology	17
	BS	Mathematics	15
	BS	Multidisciplinary Studies, Security Studies Concentration	16
	BS	Multidisciplinary Studies, Individual Concentration	5
	BS	Multidisciplinary Studies, Neuroscience Concentration	11
	BS	Physics	12
	BS	Political Science	40
	BS	University Studies	223
	BS	Urban and Regional Planning	5
	CAS	School Psychology	7
	PB Certificate	Criminal Justice Education	19
	PB Certificate	Development and Environmental Planning	3
	PB Certificate	Economic Development	3
	PB Certificate	Geographic Information Science and Technology	1
	PB Certificate	Hispanic Studies	1
	PB Certificate	Hydrogeology and Environmental Geology	9
	PB Certificate	International Management	2
	PB Certificate	International Teaching (discontinuation notification sent to SACSCOC)	0
	PB Certificate	Multicultural and Transnational Literature	16
	PB Certificate	Professional Communication	16
	PB Certificate	Public Management and Leadership	3
	PB Certificate	Quantitative Methods for the Social and Behavioral Sciences	9
	PB Certificate	Security Studies	6
	PB Certificate	Statistics	0
	PB Certificate	Teaching English in the Two-Year College (TETYC)	4
	PB Certificate	Teaching English to Speakers of Other Languages (TESOL)	5
	MA	Anthropology	13
	MA	Clinical Psychology (discontinued)	6
	MA	English	41
	MA	Hispanic Studies (new)	0
	MA	History	5
	MA	International Studies	4
	MA	Maritime Studies	12
	MA	Mathematics	7
	MA	Psychology	11
	MA	School Psychology (discontinued)	9
	MA	Sociology	7
	MPA	Public Administration	16
	MS	Biology	15
	MS	Chemistry	8
	MS	Criminal Justice	26

COLLEGE	CREDENTIAL	PROGRAM	COUNT
	MS	Geography	7
	MS	Geology	10
	MS	Molecular Biology and Biotechnology	9
	MS	Physics	10
	MS	Quantitative Economics and Econometrics	10
	MS	Security Studies	13
	PHD	Biomedical Physics	2
	PHD	Health Psychology	4
	PHD	Rhetoric, Writing, and Professional Communication	2
College of Business	UG Certificate (4C)	Entrepreneurship	21
	UG Certificate (4C)	Professional Selling	12
	BSBA	Accounting	87
	BSBA	Finance	168
	BSBA	Management	278
	BSBA	Management Information Systems	69
	BSBA	Marketing	184
	BS	Hospitality Management	79
	PB Certificate	Business Analytics	14
	PB Certificate	Business Foundations	1
	PB Certificate	Finance	10
	PB Certificate	Hospitality Management	2
	PB Certificate	Management Information Systems	7
	PB Certificate	Marketing	20
	PB Certificate	Project Management	10
	PB Certificate	Supply Chain Management	12
	PB Certificate	Sustainable Tourism and Hospitality (new)	0
	MBA	Business Administration	209
	MSA	Accounting	50
	MS	Sustainable Tourism and Hospitality	3
College of Education	BSBE	Information Technologies (discontinued)	26
	BS	Elementary Education (K-6)	194
	BS	English, Secondary Education	10
	BS	History, Secondary Education	8
	BS	Mathematics, Secondary Education	5
	BS	Middle Grades Education	13
	BS	Science Education (discontinued)	6
	BS	Special Education, Adapted Curriculum	13
	BS	Special Education, General Curriculum	29
	PB Certificate	Assistive Technology	6
	PB Certificate	Autism	4
	PB Certificate	Behavior Specialist	1
	PB Certificate	Community College Instruction	18

COLLEGE	CREDENTIAL	PROGRAM	COUNT
	PB Certificate	Computer-based Instruction	1
	PB Certificate	Deaf-Blindness	13
	PB Certificate	Distance Learning and Administration	6
	PB Certificate	Dual Language Immersion Administration	0
	PB Certificate	Education in the Healthcare Professions	5
	PB Certificate	Elementary Mathematics Education	2
	PB Certificate	Special Endorsement in Computer Education	12
	PB Certificate	Student Affairs in Higher Education	7
	PB Certificate	Teaching Children in Poverty (new)	0
	EDD	Educational Leadership	24
	EDS	Educational Administration and Supervision	8
	MA	Science Education	0
	MAED	Adult Education	29
	MAED	Business Education (discontinued)	2
	MAED	Curriculum and Instruction	2
	MAED	Elementary Education	2
	MAED	Health Education (discontinued)	3
	MAED	Instructional Technology	21
	MAED	Mathematics Education	15
	MAED	Middle Grades Education	7
	MAED	Physical Education	0
	MAED	Reading Education	13
	MAED	Science Education	16
	MAED	Special Education	6
	MAT	Master of Arts in Teaching	21
	MLS	Library Science	74
	MSA	School Administration	61
	MS	Counselor Education	32
	MS	Instructional Technology (Non-licensure)	11
College of Engineering and Technology	UG Certificate (4C)	Computer Game Development	11
	BA	Computer Science (discontinued)	11
	BS	Computer Science	36
	BS	Construction Management	80
	BS	Design	13
	BS	Engineering	125
	BS	Industrial Distribution and Logistics	34
	BS	Industrial Engineering Technology	27
	BS	Industrial Technology	136
	BS	Information and Computer Technology	47
	BS	Software Engineering (new)	0
	PB Certificate	Computer Network Professional	5
	PB Certificate	Cyber Security Professional	18

COLLEGE	CREDENTIAL	PROGRAM	COUNT
	PB Certificate	Lean Six-Sigma Black Belt	4
	PB Certificate	Residential Construction Management	8
	PB Certificate	Website Developer	6
	MCM	Construction Management	13
	MS	Biomedical Engineering	2
	MS	Computer Science	4
	MS	Data Science (new)	0
	MS	Mechanical Engineering (new)	0
	MS	Network Technology	25
	MS	Occupational Safety	7
	MS	Software Engineering	8
	MS	Technology Management	4
	MS	Technology Systems (discontinued)	5
College of Nursing	BSN	Nursing	300
	PM Certificate	Adult-Gerontology Clinical Nurse Specialist	2
	PM Certificate	Neonatal Nurse Practitioner	3
	PM Certificate	Nurse Anesthesia	0
	PM Certificate	Nurse Midwifery	2
	PM Certificate	Nursing Education	5
	PM Certificate	Psychiatric-Mental Health Nurse Practitioner	0
	DNP	Nursing Practice	45
	MSN	Nursing	110
	PD Certificate	Family Nurse Practitioner	1
	PD Certificate	Adult-Gerontology Primary Care Nurse Practitioner	0
	PHD	Nursing	8
	PM Certificate	Neonatal Clinical Nurse Specialist	1
	PM Certificate	Nursing Leadership	0
Graduate School	PHD	Coastal Resources Management	1
Office of Global Affairs	Non-Credit	ECU Language Academy (ESL)	4
School of Dental Medicine	DMD	Doctor of Dental Medicine	54

3. Off-Campus Instructional Locations and Branch Campuses

List *all approved off-campus instructional locations* where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Table 1: Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50 % or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, county) Do not include PO Boxes.	Date of SACSCOC letter accepting notification	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Craven Community College	800 College Court New Bern, NC 28562 Craven County	3/24/2004	5/15/2004	MSW Social Work MS Counselor Education	Yes; cohort started 5/14/2018
Gateway Technology Center	3400 Wesleyan Boulevard Rocky Mount, NC 27804 Nash County	3/24/2003	5/15/2004	MSW Social Work	Yes; cohort started 5/15/2017

Table 2: Off-campus instructional sites at which the institution offers 25-49% of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. *Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.* For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, county) Do not include PO Boxes.	Date of SACSCOC letter accepting notification	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Gateway Technology Center	3400 Wesleyan Boulevard Rocky Mount, NC 27804 Nash County	4/4/2016	5/16/2016	MPA Public Administration	Yes; cohort should graduate fall 2018; leave open for new cohort fall 2019
Johnston County Central Office AG Glenn Building	501 S 2 nd Street Smithfield, NC 27577 Johnston County	10/15/2018	1/7/2019	MSA School Administration	Started 1/7/2019
Lenoir Community College	818 Highway 91 North Snow Hill, NC 28580 Greene County	1/16/2018	6/23/2016	EdD Educational Leadership	Yes; new cohort starting 1/7/2019
Lenoir County Schools Central Office Building	2017 W Vernon Avenue Kinston, NC 28504 Lenoir County	1/16/2018	6/22/2017	MSA School Administration	No; cohort ended spring 2018; anticipate new cohort TBD
Nash Community College	522 N Old Carriage Rd Rocky Mount, NC 27804 Nash County	10/1/2018	1/7/2019	EdD Educational Leadership	Started 1/7/2019
Oaks Road Elementary School	2811 Oaks Road New Bern, NC 28560 Craven County	10/15/2018	1/7/2019	MSA School Administration	Started 1/7/2019
Onslow County Central Office Building	200 Broadhurst Road Jacksonville, NC 28540	1/16/2018	6/23/2016	MSA School Administration	No; cohort ended spring 2018; returning 1/7/2019?
Tarboro High	1400 W Howard Ave	10/1/2018	1/7/2019	EdD Educational	Started 1/7/2019

School	Tarboro, NC 27886 Edgecombe County			Leadership	
Wake County Public School Systems	Crossroads II 110 Corning Rd Cary, NC 27518	1/4/2016	6/26/2014	MSA School Administration	Yes; 2017 cohort will end 2019; new cohort to start 1/7/2019

Table 3: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
N/A					

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Initial Date of Approval for East Carolina University to Offer Distance Education: 08/19/2002

Credit-Bearing Educational Programs (Degrees, Certificates, and Diplomas) Where 50% or More of the Credit Hours are Delivered through Distance Education Modes				
CIP Code	Program Type *	Program Title	Delivery Modes (Synchronous, Asynchronous, or Both)	Delivered at Site Where Students Receive Transmitted Program
College of Allied Health Sciences				
51.2310	MS	Rehabilitation and Career Counseling	Asynchronous	---
51.1501	PB	Substance Abuse Counseling	Asynchronous	---
51.2310	PB	Rehabilitation Counseling	Asynchronous	---
51.2399	PB	Vocational Evaluation	Asynchronous	---
51.0204	MS	Communication Sciences and Disorders	Asynchronous	---
51.0706	BS	Health Information Management	Both	---
51.0701	BS	Health Services Management	Both	---
51.0701	PB	Health Care Administration	Both	---
52.0201	PB	Health Care Management	Both	---

51.2706	PB	Health Informatics	Both	---
51.2706	MS	Health Informatics and Information Management	Both	---
51.0706	PB	Health Information Management	Both	---
19.0501	MS	Nutrition	Asynchronous	---
College of Business				
52.0201	MBA	Business Administration	Both	---
52.0801	PB	Finance	Both	---
52.0999	MS	Sustainable Tourism and Hospitality	Both	---
52.0999	PB	Sustainable Tourism and Hospitality	Both	---
52.0901	BS	Hospitality Management	Both	---
52.0901	PB	Hospitality Management	Both	---
52.0201	BSBA	Management	Both	---
52.1201	BSBA	Management Information Systems	Both	---
52.1201	PB	Management Information Systems	Both	---
11.0802	PB	Business Analytics	Both	---
52.0211	PB	Project Management	Both	---
52.1401	BSBA	Marketing	Both	---
52.1401	PB	Marketing	Both	---
52.0203	PB	Supply Chain Management	Both	---
College of Education				
13.0301	MAEd	Curriculum and Instruction	Both	---
13.1202	MAEd	Elementary Education	Asynchronous	---
13.0501	MAEd	Instructional Technology	Asynchronous	---
13.1203	MAEd	Middle Grades Education	Both	---
13.1314	MAEd	Physical Education	Asynchronous	---
13.1315	MAEd	Reading Education	Asynchronous	---
13.1316	MAEd	Science Education	Both	---
13.1011	MAEd	Special Education	Both	---
13.0401	EdD	Educational Leadership	Both	---
13.0401	EdS	Educational Administration and Supervision	Both	---
13.0401	MSA	School Administration	Both	---
13.0401	PB	Dual Language Immersion Administration	Both	---
13.1202	BS	Elementary Education (K-6)	Asynchronous	---
13.1203	BS	Middle Grades Education	Asynchronous	---
13.1202	PB	Teaching Children in Poverty	Asynchronous	---
13.0403	MAEd	Adult Education	Both	---
13.1101	MS	Counselor Education	Both	---
13.0407	PB	Community College Instruction	Asynchronous	---
13.1399	PB	Education in the Healthcare Professions	Both	---
13.0406	PB	Student Affairs in Higher Education	Asynchronous	---
25.0101	MLS	Library Science	Both	---
13.1311	MAEd	Mathematics Education	Both	---
13.1311	PB	Elementary Mathematics Education	Both	---
13.0501	MS	Instructional Technology (non-licensure)	Asynchronous	---
13.0501	PB	Computer-Based Instruction	Asynchronous	---
13.0501	PB	Distance Learning and Administration	Asynchronous	---
13.0501	PB	Special Endorsement in Computer Education	Asynchronous	---
13.1099	BS	Special Education, Adapted Curriculum	Asynchronous	---
13.1001	BS	Special Education, General Curriculum	Asynchronous	---
51.0999	PB	Assistive Technology	Asynchronous	---
13.1013	PB	Autism	Asynchronous	---
13.1099	PB	Deaf-Blindness	Asynchronous	---
13.1001	PB	Behavior Specialist	Asynchronous	---
College of Engineering and Technology				
11.0701	MS	Computer Science	Both	---

11.0701	MS	Data Science	Both	
14.0903	MS	Software Engineering	Both	---
15.1001	MCM	Construction Management	Both	---
52.2001	PB	Residential Construction Management	Both	---
11.0103	BS	Information and Computer Technology	Both	---
15.0612	BS	Industrial Distribution and Logistics	Both	---
15.0612	BS	Industrial Technology	Both	---
11.1099	MS	Network Technology	Both	---
51.2206	MS	Occupational Safety	Both	---
15.1501	MS	Technology Management	Both	---
11.0901	PB	Computer Network Professional	Both	---
11.1003	PB	Cyber Security Professional	Both	---
11.1004	PB	Website Developer	Both	---
15.0702	PB	Lean Six-Sigma Black-Belt	Both	---
College of Fine Arts and Communication				
13.1302	MAEd	Art Education	Asynchronous	---
09.0101	BS	Communication	Asynchronous	---
09.0101	MA	Communication	Asynchronous	---
09.0101	PB	Health Communication	Asynchronous	---
13.1312	MM	Music Education	Asynchronous	---
College of Health and Human Performance				
51.2207	MA	Health Education	Synchronous	---
51.2202	MSEH	Environmental Health	Synchronous	---
13.1209	BS	Birth-Kindergarten (B-K) Teacher Education	Asynchronous	---
13.1308	BS	Family and Consumer Sciences Education	Asynchronous	---
13.1209	MAEd	Birth through Kindergarten Education	Asynchronous	---
13.1314	PB	Physical Education Clinical Supervision	Both	---
31.0505	PB	Sport Management	Both	---
44.0701	MSW	Social Work	Both	---
51.1501	PB	Substance Abuse	Asynchronous	---
College of Nursing				
51.3899	MSN	Nursing	Both	---
51.3818	DNP	Nursing Practice	Both	---
51.3813	PM	Adult-Gerontology Clinical Nurse Specialist	Both	---
51.3806	PM	Neonatal Nurse Practitioner	Both	---
51.3813	PM	Neonatal Clinical Nurse Specialist	Both	---
51.3807	PM	Nurse Midwifery	Both	---
51.3817	PM	Nursing Education	Both	---
51.3802	PM	Nursing Leadership	Both	---
51.3810	PM	Psychiatric-Mental Health Nurse Practitioner	Both	---
51.3803	PD	Adult-Gerontology Primary Care Nurse Practitioner	Both	---
51.3805	PD	Family Nurse Practitioner	Both	---
Brody School of Medicine				
51.2201	PB	Public Health Foundations and Practice	Asynchronous	
51.2207	PB	Ethnic and Rural Health Disparities	Both	---
51.2201	MPH	Public Health	Both	---
51.2201	DrPH	Public Health	Asynchronous	
Thomas Harriot College of Arts and Sciences				
43.0104	MS	Criminal Justice	Asynchronous	---
23.0101	MA	English	Asynchronous	---
44.0401	MPA	Public Administration	Both	---
45.0902	MS	Security Studies	Asynchronous	---

5. Accreditation

- (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

EAST CAROLINA UNIVERSITY PROGRAM ACCREDITATION CYCLE					
College/School	Department	Program	Accrediting Agency	Last Review	Next Review
Academic Affairs	Office of Global Affairs	ECU Language Academy	Commission on English Language Program Accreditation (CEA)	2016 Fall	2020 Fall
Brody School of Medicine	Dean's Office, BSOM	Medicine (MD)	Liaison Committee on Medical Education (LCME)	2013 Fall	2020 Spring
Brody School of Medicine	Dept. of Public Health	Public Health (MPH)	Council on Education for Public Health (CEPH)	2012 Fall	2019 Fall
College of Allied Health Sciences	Dept. of Communication Sciences and Disorders	Audiology (AuD)	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)	2014 Fall	2023 Spring
College of Allied Health Sciences	Dept. of Addictions and Rehabilitation Studies	Clinical Counseling (MS)	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2017 Spring	2023 Fall
College of Allied Health Sciences	Dept. of Clinical Lab Science	Clinical Laboratory Science (BS)	National Accrediting Agency for Clinical Laboratory Science (NAACLS)	2015 Fall	2018 Fall
College of Allied Health Sciences	Dept. of Communication Sciences and Disorders	Communication Sciences and Disorders (MS)	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)	2014 Fall	2023 Spring
College of Allied Health Sciences	Dept. of Health Services and Information Management	Health Information Management (BS)	Council for the Accreditation of Health Informatics and Information Management (CAHIIM)	2004	2019
College of Allied Health Sciences	Dept. of Health Services and Information Management	Health Information Management (PB)	Council for the Accreditation of Health Informatics and Information Management (CAHIIM)	2004	2019
College of Allied Health Sciences	Dept. of Health Services and Information Management	Health Services Management (BS)	Association of University Programs in Health Administration (AUPHA)	2012	2019
College of Allied Health Sciences	Dept. of Nutrition Science	Nutrition and Dietetics (BS)	Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2013 Spring	2020
College of Allied Health Sciences	Dept. of Occupational Therapy	Occupational Therapy (MSOT)	Accreditation Council for Occupational Therapy Education (ACOTE)	2015 Spring	2025 Spring
College of Allied Health Sciences	Dept. of Physical Therapy	Physical Therapy (DPT)	Commission on Accreditation in Physical Therapy Education (CAPTE)	2009 Fall	2019 Spring
College of Allied Health Sciences	Dept. of Physician Assistant Studies	Physician Assistant (MS)	Accreditation Review Committee on Education for the Physician Assistant (ARC-PA)	2015 Spring	2025 Spring
College of Business	Dept. of Accounting	Accounting (BSBA)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	College of Business	Business Administration (MBA)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring

College of Business	Dept. of Management Information Systems	Business Analytics (PB)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	College of Business	Business Foundations (PB)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	Dept. of Management	Entrepreneurship	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	Dept. of Finance	Finance (PB)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	Dept. of Management	Management (BSBA)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	Department of Management Information Systems	Management Information Systems (BSBA)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	Department of Management Information Systems	Management Information Systems (PB)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	Dept. of Marketing and Supply Chain Management	Marketing (BSBA)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	Dept. of Marketing and Supply Chain Management	Marketing (PB)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	Dept. of Marketing and Supply Chain Management	Professional Selling	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	Department of Management Information Systems	Project Management (PB)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Business	Dept. of Marketing and Supply Chain Management	Supply Chain Management (PB)	Association to Advance Collegiate Schools of Business International (AACSB)	2015 Spring	2020 Spring
College of Education	Dept. of Human Development and Family Science	Birth Through Kindergarten Education (MAEd)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Human Development and Family Science	Birth Through Kindergarten Education (BS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Interdisciplinary Professions	Counselor Education (MS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Literacy Studies, English Education, and History Education	Curriculum and Instruction (MAEd)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Educational Leadership	Educational Administration and Supervision (EdS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring

College of Education	Dept. of Educational Leadership	Educational Leadership (EdD)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Elementary Education and Middle Grades Education	Elementary Education (K-6) (BS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Elementary Education and Middle Grades Education	Elementary Education (MAEd)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Literacy Studies, English Education, and History Education	English Secondary Education (BS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Literacy Studies, English Education, and History Education	History, Secondary Education (BS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of MS and ITE	Instructional Technology (MAEd)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Interdisciplinary Professions	Library Science (MLS)	American Library Association	2015 Spring	2021 Fall
College of Education	School of Art and Design	Master of Arts in Teaching Art Education (MAT)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Mathematics, Science, and Instructional Technology Education	Mathematics Education (MAEd)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Mathematics, Science, and Instructional Technology Education	Mathematics, Secondary Education (BS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Elementary Education and Middle Grades Education	Middle Grades Education (MAEd)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	College of HHP	Physical Education (MAEd)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Literacy Studies, English Education, and History Education	Reading Education (MAEd)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Educational Leadership	School Administration (MSA)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring

College of Education	Dept. of Mathematics, Science, and Instructional Technology Education	Science Education (BS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Mathematics, Science, and Instructional Technology Education	Science Education (MAEd)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Special Education, Foundations and Research	Special Education (MAEd)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Special Education, Foundations and Research	Special Education, Adapted Curriculum (BS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Education	Dept. of Special Education, Foundations and Research	Special Education, General Curriculum (BS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Engineering Technology	Dept. of Construction Management	Construction Management (BS)	American Council for Construction Education (ACCE)	2017 Spring	2023 Spring
College of Engineering Technology	Dept. of Technology Systems	Design (BS)	Association of Technology, Management, and Applied Engineering (ATMAE)	2013 Spring	2019 Fall
College of Engineering Technology	Dept. of Engineering	Engineering (BS)	Accrediting Board for Engineering and Technology (ABET)	2014 Fall	2021 Fall
College of Engineering Technology	Dept. of Technology Systems	Industrial Distribution and Logistics (BS)	Association of Technology, Management, and Applied Engineering (ATMAE)	2013 Spring	2019 Fall
College of Engineering Technology	Dept. of Technology Systems	Industrial Engineering Technology (BS)	Association of Technology, Management, and Applied Engineering (ATMAE)	2013 Spring	2019 Fall
College of Engineering Technology	Dept. of Technology Systems	Industrial Technology (BS)	Association of Technology, Management, and Applied Engineering (ATMAE)	2013 Spring	2019 Fall
College of Engineering Technology	Dept. of Technology Systems	Information and Computer Technology (BS)	Association of Technology, Management, and Applied Engineering (ATMAE)	2013 Spring	2019 Fall
College of Engineering Technology	Dept. of Technology Systems	Network Technology (MS)	Association of Technology, Management, and Applied Engineering (ATMAE)	2013 Spring	2019 Fall
College of Engineering Technology	Dept. of Technology Systems	Technology Management (MS)	Association of Technology, Management, and Applied Engineering (ATMAE)	2013 Spring	2019 Fall
College of Fine Arts & Communication	School of Art and Design	Art (BFA)	National Association of Schools of Art and Design (NASAD)	2014 Fall	2024 Spring
College of Fine Arts & Communication	School of Art and Design	Art (MFA)	National Association of Schools of Art and Design (NASAD)	2014 Fall	2024 Spring

College of Fine Arts & Communication	School of Art and Design	Art Education (BFA)	National Association of Schools of Art and Design (NASAD)	2014 Fall	2024 Spring
College of Fine Arts & Communication	School of Art and Design	Art Education (MAEd)	National Association of Schools of Art and Design (NASAD)	2014 Fall	2024 Spring
College of Fine Arts & Communication	School of Music	Advanced Performance Studies (PB)	National Association of Schools of Music (NASM)	2015 Spring	2024-2025
College of Fine Arts & Communication	School of Theatre and Dance	Dance (BFA)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Fine Arts & Communication	School of Music	Music (BM)	National Association of Schools of Music (NASM)	2015 Spring	2024-2025
College of Fine Arts & Communication	School of Music	Music (MM)	National Association of Schools of Music (NASM)	2015 Spring	2024-2025
College of Fine Arts & Communication	School of Music	Music Education (BM)	National Association of Schools of Music (NASM)	2015 Spring	2024-2025
College of Fine Arts & Communication	School of Music	Music Education (MM)	National Association of Schools of Music (NASM)	2015 Spring	2024-2025
College of Fine Arts & Communication	School of Music	Suzuki Pedagogy (PB)	National Association of Schools of Music (NASM)	2015 Spring	2024-2025
College of Fine Arts & Communication	School of Theatre and Dance	Theatre Arts (BA)	National Association of Schools of Theatre (NAST)	2010 Fall	2018 Fall
College of Fine Arts & Communication	School of Theatre and Dance	Theatre Arts (BFA)	National Association of Schools of Theatre (NAST)	2012	2018 Fall
College of Fine Arts & Communication	School of Theatre and Dance	Theatre Arts Education (BFA)	National Association of Schools of Theatre (NAST)	2012	2018 Fall
College of Fine Arts & Communication	School of Music	Suzuki Pedagogy (PB)	National Association of Schools of Music	2015 Spring	2024-2025
College of Fine Arts & Communication	School of Theatre and Dance	Theatre Arts (BA)	National Association of Schools of Theatre (NAST)	2010 Fall	2019 Fall
College of Fine Arts & Communication	School of Theatre and Dance	Theatre Arts (BFA)	National Association of Schools of Theatre (NAST)	2010 Fall	2019 Fall
College of Fine Arts & Communication	School of Theatre and Dance	Theatre Arts Education (BFA)	National Association of Schools of Theatre (NAST) National Council for Accreditation of Teacher Education (NCATE)	2010 Fall 2015 Spring	2019 Fall 2022 Spring
College of Health and Human Performance	Dept. of Health Education and Promotion	Athletic Training (BS)	Commission on Accreditation of Athletic Training Education (CAATE)	2015 Fall	2025 Fall
College of Health and Human Performance	Dept. of Health Education and Promotion	Environmental Health (MSEH)	National Environmental Health Science and Protection Accreditation Council (EHAC)	2018 Spring	2024 Spring
College of Health and Human Performance	Dept. of Human Development and Family Science	Family and Community Services (BS)	American Association of Family and Consumer Sciences (AAFCS)	2012 Spring	2022 Fall
College of Health and Human Performance	Dept. of Human Development and Family Science	Family and Consumer Sciences Education	National Council for Accreditation of Teacher Education (NCATE) American Association of Family and Consumer Sciences (AAFCS)	2015 Spring 2012 Spring	2022 Spring 2021 Fall

College of Health and Human Performance	Dept. of Interior Design and Merchandising	Fashion Merchandising and Consumer Studies (BS)	American Association of Family and Consumer Sciences (AAFCS)	2012 Spring	2022 Fall
College of Health and Human Performance	Dept. of Interior Design and Merchandising	Interior Design (BS)	National Association of Schools of Art and Design Council for Interior Design Accreditation	2014 Fall 2015 Fall	2024 Spring 2022 Spring
College of Health and Human Performance	Dept. of Human Development and Family Science	Marriage and Family Therapy (MS)	Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)	2013	2019 Spring
College of Health and Human Performance	Dept. of Human Development and Family Science	Medical Family Therapy (PhD)	Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)	2013	2019 Spring
College of Health and Human Performance	Dept. of Technology Systems	Occupational Safety (MS)	Accreditation Board for Engineering Technology (ABET)	2014 Fall	2021 Fall
College of Health and Human Performance	Dept. of Health Education and Promotion	Public Health Studies (BS)	Council on Education for Public Health (CEPH)	2016	2021 Spring
College of Health and Human Performance	Dept. of Health Education and Promotion	Public Health (BS)	Council on Education for Public Health (CEPH)	2016	2020 Spring
College of Health and Human Performance	Dept. of Kinesiology	Physical Education (BS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
College of Health and Human Performance	Dept. of Recreation and Leisure Studies	Recreation and Park Management (BS)	Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT)	2018 Spring	Pending
College of Health and Human Performance	Dept. of Recreation and Leisure Studies	Recreation Therapy (BS)	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2017 Spring	2024 Spring
College of Health and Human Performance	Dept. of Addictions and Rehabilitation Studies	Rehabilitation and Career Counseling (MS)	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2016 Fall	2024 Fall
College of Health and Human Performance	Dept. of Addictions and Rehabilitation Studies	Rehabilitation Counseling and Administration (PhD)	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2016 Fall	2024 Fall
College of Health and Human Performance	School of Social Work	Social Work (BSW)	National Council for Accreditation of Teacher Education (NCATE) Council on Social Work Education	2015 Spring 2016 Spring	2022 Spring 2024 Spring
College of Health and Human Performance	School of Social Work	Social Work (MSW)	National Council for Accreditation of Teacher Education (NCATE) Council on Social Work Education	2015 Spring 2016 Spring	2022 Spring 2024 Spring
College of Nursing	College of Nursing	Adult-Gerontology Clinical Nurse Specialist (PM)	Commission on Collegiate Nursing Education (CCNE)	2014 Fall	2024 Fall

College of Nursing	College of Nursing	Adult-Gerontology Primary Care Nurse Practitioner (PD)	Commission on Collegiate Nursing Education (CCNE)	2014 Fall	2019 Fall
College of Nursing	College of Nursing	Family Nurse Practitioner (PD)	Commission on Collegiate Nursing Education (CCNE)	2014 Fall	2019 Fall
College of Nursing	College of Nursing	Neonatal Clinical Nurse Specialist (PM)	Commission on Collegiate Nursing Education (CCNE)	2014 Fall	2024 Fall
College of Nursing	College of Nursing	Neonatal Nurse Practitioner (PM)	Commission on Collegiate Nursing Education (CCNE)	2014 Fall	2024 Fall
College of Nursing	College of Nursing	Nurse Anesthesia (PM)	Commission on Collegiate Nursing Education (CCNE)	2014 Fall	2024 Fall
College of Nursing	College of Nursing	Nurse Midwifery (PM)	Commission on Collegiate Nursing Education (CCNE)	2014 Fall	2024 Fall
College of Nursing	College of Nursing	Nursing (BSN)	Commission on Collegiate Nursing Education (CCNE)	2014 Fall	2024 Fall
College of Nursing	College of Nursing	Nursing (MSN)	Commission on Collegiate Nursing Education (CCNE) Council on Accreditation of Nurse Anesthesia Educational Programs Accreditation Commission for Midwifery Education	2014 Fall 2016 Spring 2016 Spring	2024 Fall 2026 Fall 2026 Spring
College of Nursing	College of Nursing	Nursing Education (PM)	Commission on Collegiate Nursing Education	2014 Fall	2024 Fall
College of Nursing	College of Nursing	Nursing Leadership (PM)	Commission on Collegiate Nursing Education	2014 Fall	2024 Fall
College of Nursing	College of Nursing	Nursing Practice (DNP)	Commission on Collegiate Nursing Education	2014 Fall	2024 Fall
College of Nursing	College of Nursing	Psychiatric-Mental Health Nurse Practitioner (PM)	Commission on Collegiate Nursing Education	2014 Fall	2024 Fall
Thomas Harriot College of Arts and Sciences	Dept. of Foreign Languages and Literatures	Foreign Languages and Literatures (BA)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
Thomas Harriot College of Arts and Sciences	Dept. of Psychology	Health Psychology (PhD)	American Psychological Association (APA)	2012 Spring	2019
Thomas Harriot College of Arts and Sciences	Dept. of Physics	Physics (MS)	Commission on Accreditation of Medical Physics Education Programs (CAMPEP)	2016	2021 Fall
Thomas Harriot College of Arts and Sciences	Dept. of Psychology	Psychology (MA)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
Thomas Harriot College of Arts and Sciences	Dept. of Political Science	Public Administration (MPA)	National Association of Schools of Public Affairs and Administration (NASPAA)	2015 Spring	2022 Spring
Thomas Harriot College of Arts and Sciences	Dept. of Psychology	School Psychology (Level II) (CAS)	National Council for Accreditation of Teacher Education (NCATE)	2015 Spring	2022 Spring
Thomas Harriot College of Arts and Sciences	Dept. of Geography, Planning, and Environment	Urban and Regional Planning (BS)	Planning and Accreditation Board (PAB)	2017 Spring	2012 Fall
School of Dental Medicine	School of Dental Medicine	Doctor of Dental Medicine (DMD)	Commission on Dental Accreditation (CODA)	2015 Spring	2022 Spring

- (2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable

- (3) List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

None

- (4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

None

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

In late 2017, East Carolina University (ECU) was put on provisional status by the DOE for participation in the Federal student financial assistance programs (Title IV, HEA programs). As stated in their Program Participation Agreement, a late submission of a Gainful Employment Transitional Certification was the reason for this decision. ECU reapplied Sept. 19, 2018, as required in the Eligibility and Certification Approval Report. On December 28, 2018, the Office of Student Financial Aid responded to additional questions from the DOE in regards to our September 2018 application for Re-certification; In February 2019, ECU received reapproval and full certification to participate in student financial assistance programs authorized by Title IV of the Higher Education Act of 1965. This certification is renewable in December of 2022.

Document History

Adopted: September 2004

Revised: March 2011

Revised: January 2014

Revised: January 2018

Revised February 2019

R - 5.4

Qualified Administrative/Academic Officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Definition of Administrative and Academic Officers

Senior academic and administrative officers (Tier I SAAO) are defined in accordance with [University of North Carolina \(UNC\) Policy 300.1.1](#) as the chancellor, vice chancellors, provosts, and deans of the constituent institutions, and the directors of major administrative, educational, research and public service activities of the constituent institutions designated by the Board of Governors. For East Carolina University (ECU), the Tier I SAAO's include the chancellor, the provost, vice chancellors, academic deans and directors of the libraries. ECU's [Organizational Chart](#) shows the relationships among these Tier I SAAO's.

ECU's Tier I SAAO employees possess the appropriate experience and qualifications to lead the institution and are regularly evaluated. The Qualified Administrative/Academic Officers table provides the names, position titles, position responsibilities, educational qualifications, and professional experiences of the individuals who are in Tier I SAAO positions as of August 16, 2018. The full job descriptions and CVs are included at the end of the narrative. The chancellor's appointment and evaluation are not applicable to this standard. The narrative below explains the appointment and evaluation processes of Tier I SAAO's.

Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Dr. Ronald Mitchelson	Provost and Senior Vice Chancellor for Academic Affairs Position Description/Job Duties	Position Description/Job Duties	Curriculum Vitae	Dr. Mitchelson earned his Ph.D. in 1979 from The Ohio State University. He was appointed to the position of Provost and Senior Vice Chancellor for Academic Affairs in 2015, having served the preceding year as

interim. Dr. Mitchelson joined East Carolina University in 1999 as tenured professor and Chair of the Department of Geography. He served ECU as Interim Vice Chancellor for Research and Graduate Studies from 2012 to 2014. Dr. Mitchelson also served one year as Interim Chair of the ECU Department of English. Before coming to ECU, he held faculty and administrative positions for thirteen years at the University of Georgia and seven years at Morehead State University in Kentucky.

Dr. Mark
Stacy

Interim Vice
Chancellor for
Health
Sciences

Position
Description/Job
Duties

Curriculum
Vitae

Dr. Stacy was appointed Interim Vice Chancellor for Health Sciences in 2018, upon the retirement of the former Vice Chancellor. His M.D. degree was conferred in 1986 by the University of Missouri, Columbia. Dr. Stacy joined ECU as Professor with Tenure, Dean of the Brody School of Medicine and Senior

Associate Vice Chancellor for Health Sciences in 2017. He previously held several faculty and progressively responsible leadership positions at Duke University Medical Center in NC, including six years as Vice Dean for Clinical Research.

Dr.
Virginia
Hardy

Vice
Chancellor for
Student
Affairs

Position
Description/Job
Duties

Curriculum
Vitae

Dr. Hardy earned her PhD in counselor education in 2001 from North Carolina State University. She was appointed ECU's Vice Chancellor for Student Affairs, reporting to the Chancellor, in August 2011, upon the reorganization of Academic and Student Affairs. She served as Vice Provost for Student Affairs, reporting to the Provost, for 18 months until Academic and Student Affairs become separate divisions. She joined ECU in 1993 as a student counselor in the Brody School of Medicine and has held many leadership positions at the University since 1994. Within ECU's Brody

School of Medicine, Dr. Hardy served as Acting Dean for eighteen months and Senior Associate Dean for Academic Affairs for more than three years. She also served as the university's Interim Chief Diversity Officer for almost two years. In addition to administrative positions at ECU, she has a myriad of national, regional, state and local leadership experience delineated in her complete curriculum vitae.

Ms. Sara Thorndike
Vice Chancellor for Administration and Finance

Position
Description/Job
Duties

Curriculum
Vitae

Ms. Sara Thorndike was named Vice Chancellor for Administration and Finance (Chief Financial Officer) at East Carolina University effective April 2018, replacing the retiring Vice Chancellor. She earned her MBA from The Ohio State University in 2003 and is a Certified Public Accountant (CPA). From 2014 through March 2018, Ms. Thorndike was Senior Associate Vice Chancellor for Business Affairs,

Chief Financial Officer, and Controller at the University of North Carolina, Wilmington (UNC-W). Prior to joining UNC-W, she had more than 15 years' experience directing financial and accounting functions in higher education and the private sector.

Mr. Christopher Dyba
Vice Chancellor for University Advancement

Position Description/Job Duties

Curriculum Vitae

Mr. Dyba holds a Master of Theological Studies degree from Duke University. He joined ECU as Vice Chancellor for University Advancement in March 2014. Since 1995 Mr. Dyba has held progressively responsible positions leading successful higher education advancement programs. His significant record of leadership and development experience includes more than 23 years at major universities, including Auburn University, Duke University, East Carolina University, and Tulane University.

Dr. Jay Golden	Vice Chancellor for Research, Economic Development & Engagement	<u>Position Description/Job Duties</u>	<u>Curriculum Vitae</u>	<p>Dr. Golden was appointed Vice Chancellor for Research, Economic Development and Engagement in June 2017. He earned his Ph.D. in engineering from the University of Cambridge in 2005. From 2010 to 2017 Dr. Golden held several faculty and leadership positions at Duke University, including: Faculty Chair, Business & Environment Program; Associate Vice Provost for Research & Corporate Relations; and Director, Duke Center for Sustainability & Commerce. Previous experience includes four years at Arizona State University where he served as Founder and Co-Director of the National Center of Excellence on SMART Innovations for Urban Climate and two years as PI / Co Director of the Sustainability Consortium and Interdisciplinary Industry Program.</p>
Dr. David White	Dean of the Honors College	<u>Position Description/Job Duties</u>	<u>Curriculum Vitae</u>	<p>Dr. White was named Dean of the Honors College in 2017,</p>

having served as Interim Dean for the preceding year. Dr. White was Dean of the College of Engineering and Technology from 2010 to 2017 and Interim Dean for the year 2016-2017. He earned his Doctor of Education degree in 1983 from the University of Tennessee. He joined the ECU College of Health and Human Performance in 1981 and for eighteen years held various administrative positions within the College of Health and Human Performance, including Chair of the Department of Health Education and Promotion, Director of Graduate Studies, and Associate Dean.

Dr.
William
Downs

Dean of the
Thomas
Harriot
College of
Arts &
Sciences

Position
Description/Job
Duties

Curriculum
Vitae

Dr. Downs joined ECU as Dean of the Thomas Harriot College of Arts and Sciences in 2014. He holds a Ph.D. conferred in 1994 by Emory University. Coming from Georgia State University, Dr. Downs served in various administrative roles for more than fourteen years,

			including Area Dean, Department Chair and Director of Graduate Studies.
Dr. Paul Schwager	Interim Dean of the College of Business	<u>Position Description/Job Duties</u>	<p>Dr. Schwager was appointed Interim Dean of the College of Business effective July 2018, upon retirement of the existing Dean. Dr. Schwager's ECU administrative experience includes serving the College of Business for eight years as Associate Dean and two years as Assistant Dean for Assessment, Accreditation and Curriculum. He earned his Ph.D. in 2004 at Auburn University. Prior to joining the faculty at ECU in 2003, Dr. Schwager held academic positions at Auburn University and Appalachian State University. In addition, he has more than thirteen years of private sector business experience.</p>
Dr. Grant Hayes	Dean of the College of Education	<u>Position Description/Job Duties</u>	<p>Dr. Hayes became Dean of the ECU College of Education in 2015. His Ph.D. was conferred by the University of South Carolina in 1997.</p>

			<p>Previous leadership experience includes more than fourteen years at the University of Central Florida, where he held administrative positions as Interim Dean, Executive Associate Dean for Academic Affairs, Associate Dean for Graduate Studies, and Department Chair.</p>
<p>Dr. J. Christopher "Chris" Buddo</p>	<p>Dean of the College of Fine Arts & Communication</p>	<p><u>Position Description/Job Duties</u></p>	<p><u>Curriculum Vitae</u></p> <p>Dr. Buddo was appointed Dean of the College of Fine Arts and Communication in 2013, having served the preceding year as Interim Dean. Coming from Baylor University School of Music in Texas, Dr. Buddo joined ECU in 2006 as Professor and Director (equivalent to Dean) of the School of Music. At Baylor University, he served eight years as Associate Dean for Administrative Affairs and Director of the Division of Ensembles and two years as Director of the Division of Ensembles and Assistant to the Dean. Dr. Buddo earned his Doctor of Musical Arts degree in 1992</p>

from the University of Iowa.

Dr. Anisa Zvonkovic
Dean of the College of Health & Human Performance

[Position Description/Job Duties](#)

[Curriculum Vitae](#)

Dr. Zvonkovic was named Dean of the College of Health and Human Performance, effective July 2018. She earned her Ph.D. degree in 1997 from The Pennsylvania State University. Before coming to ECU, she was a department chair at Virginia Tech University and at Texas Tech University and Director of Graduate Programs in Human Development and Family Studies at Oregon State University. Dr. Zvonkovic has also held a number of leadership positions in national professional organizations, including President of the National Council on Family Relations.

Dr. Harry Ploehn
Dean of the College of Engineering & Technology

[Position Description/Job Duties](#)

[Curriculum Vitae](#)

Dr. Ploehn was appointed Dean of the College of Technology and Computer Science in 2017. Before coming to ECU, he held various administrative positions at the University of South Carolina for a period

of more than ten years, including Vice Provost, Interim Dean, Associate Dean and Interim Department Chair. Dr. Ploehn holds a Ph.D. from Princeton University conferred in 1988.

Dr. Robert Orlikoff
Dean of the College of Allied Health Sciences

[Position Description/Job Duties](#)

[Curriculum Vitae](#)

Dr. Orlikoff joined ECU in 2016 as Dean of the College of Allied Health Sciences. During the immediately preceding eight years at West Virginia University, Dr. Orlikoff held academic administrative positions as Associate Dean and as Department Chair. He was Department Chair for two years at Seton Hall University, and before that he held several laboratory director positions in universities and medical centers for more than ten years. Dr. Orlikoff earned his Ph.D. in 1988 from Columbia University.

Dr. Sylvia Brown
Dean of the College of Nursing

[Position Description/Job Duties](#)

[Curriculum Vitae](#)

Dr. Brown, who joined the faculty of nursing at ECU in 1976, was appointed Dean of the College

of Nursing effective October 2009. She served more than two years as Interim Dean and for more than five years as Associate Dean, during which the enrollment of graduate nursing students grew by more than 250 percent. She is an active member of various professional and service organizations at the state and national level. Dr. Brown earned a Doctor of Education in Occupational Education in 1982 from North Carolina State University. Her MSN was conferred in 1978 by East Carolina University.

Dr. Mark
Stacy
Dean of the
Brody School
of Medicine
and Senior
Associate Vice
Chancellor for
Health
Sciences

Position
Description/Job
Duties

Curriculum
Vitae

Dr. Stacy joined ECU in 2017 as Professor with Tenure, Dean of the Brody School of Medicine and Senior Associate Vice Chancellor for Health Sciences. He previously held several faculty and progressively responsible leadership positions at Duke University Medical Center in NC, including six years as Vice Dean for Clinical Research. Dr. Stacy's

educational qualifications include an M.D. degree from the University of Missouri, Columbia, earned in 1986.

Dr. Gregory Chadwick

Dean of the School of Dental Medicine

Position Description/Job Duties

Curriculum Vitae

Dr. Chadwick, was named Dean of the School of Dental Medicine in September 2012, after serving in leadership roles for seven years - - twice as Interim Dean and as Associate Dean of the School. Before coming to ECU in 2005, Dr. Chadwick practiced dentistry most of his career in Charlotte. He has served as president of the American Dental Association, the North Carolina Dental Society and the Dental Foundation of North Carolina as well as serving with other dental organizations. Dr. Chadwick holds degrees from the University of North Carolina at Chapel Hill, including Doctor of Dental Surgery earned in 1973 and Master of Science conferred in 1976.

Dr. Paul Gemperline

Dean of the Graduate School

Position Description/Job Duties

Curriculum Vitae

Dr. Gemperline was appointed Dean of the Graduate School

effective September 2009 after serving the preceding year as Interim Dean. Dr. Gemperline joined the ECU faculty in 1982 after earning his PhD from Cleveland State University. His administrative service also includes appointment as Associate Vice Chancellor for Research and Graduate Studies for three years, after serving for two years in an interim capacity.

Ms. Janice
(Jan)
Lewis

Director of
Academic
Library
Services

[Position
Description/Job
Duties](#)

[Curriculum
Vitae](#)

Ms. Lewis was appointed Director of Academic Library Services in May 2015, having served as Interim Dean (position title changed to Director in 2015) for the preceding two years. She earned her Master of Library Science degree in 1992 from the Catholic University of America and her J.D. in 1980 from the University of Virginia School of Law. Ms. Lewis joined the ECU library faculty in 1999 and held other administrative/leadership positions for more than fourteen years as

Coordinator of Instruction, Head of Reference Services, Associate Director and Associate Dean. Ms. Lewis came to ECU from Virginia Commonwealth University where she was Reference and Collections Librarian for six years. Previous legal experience includes attorney and special projects counsel at the Association of Trial Lawyers of America for twelve years.

Ms. Elizabeth Ketterman
 Director of the William E. Laupus Health Sciences Library

[Position Description/Job Duties](#)

[Curriculum Vitae](#)

Ms. Ketterman earned her Master of Library Science degree in 2001 from North Carolina Central University. She was appointed Director of the Laupus Health Sciences Library in September 2017, having served for almost two years as Interim Director. She has held numerous leadership positions both within the university and in professional organizations.

Ms. Donna Gooden Payne
 University Counsel and Vice Chancellor for Legal Affairs

[Position Description/Job Duties](#)

[Curriculum Vitae](#)

Ms. Payne was appointed as ECU's Chief Legal Counsel in July 2008. She earned her Doctor of

Jurisprudence (JD) degree from The University of Texas at Austin in 1992. Her experience includes six years as University Counsel in University of North Carolina constituent institutions before coming to ECU. Legal experience also includes more than nine (9) years in private practice in Texas and North Carolina. In 2016 Ms. Payne was elected to the Board of Directors of the National Association of College and University Attorneys.

Dr. David
(Reide)
Corbett

Dean of
Integrated
Coastal
Programs

[Position
Description/Job
Duties](#)

[Curriculum
Vitae](#)

Dr. Corbett was appointed Dean of the new interdisciplinary unit of Integrated Coastal Programs in September 2018, after a national search for the position. Dr. Corbett earned his Ph.D. in Chemical Oceanography (Geochemistry) in 1999 from Florida State University. His professional leadership experience includes seven years as Senior Scientist in the ECU Institute of Coastal Science and

Policy, six years as Program Head within the Coastal Studies Institute, and four years as Assistant Chair of the Department of Geological Sciences at ECU.

Vacant	Athletic Director	<u>Position Description/Job Duties</u>	N/A
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Hiring of Administrative and Academic Officers

ECU's [EHRA Recruitment Compliance Review Process Regulation](#) (created in 2004 and most recently updated in 2016), with its [Standard Operating Practice](#) that implements the Regulation, governs recruitment for all Exempt from the State of North Carolina Human Resources Act (EHRA) positions, including Tier I SAAO's defined above. This Regulation establishes consistent recruitment procedures to ensure the institution obtains a highly qualified pool of candidates for EHRA positions. The standards and criteria for an EHRA position must be objective, job-related and consistent with university necessity. Search committees and hiring authorities must ensure that the screening process during recruitment "provides for careful, thorough, and systematic consideration of job qualifications. Applicants who do not meet the minimum advertised requirements cannot be considered for the position" (the Standard Operating Practice, 6.3.1, page 11). All selection decisions must meet nondiscriminatory requirements. Professional search firms may be used to enhance the institution's success in filling vacancies.

In November 2007, ECU's Board of Trustees (BOT) approved the policy, [Appointment and Review of Administrative Officers at ECU](#) (hereafter the BOT Policy), which specifies principles and guidelines for the recruitment, selection, hiring, retention, evaluation, and development of administrative officers. The BOT Policy governs all Tier I SAAO's, as well as selected other leaders. It states that, "hiring of administrators is the primary responsibility of the appointing officer with appropriate input from relevant constituencies, which vary significantly by position" (page 2). It requires that "the appointing officer" (i.e., the supervising officer or supervisor) selects the top candidate from all finalists, based both on feedback from all relevant constituencies and the appointing officer's individual assessment of the leadership characteristics of the finalists.

Regular evaluation of each administrator's performance occurs on an annual basis, as well as a more comprehensive review that occurs every five years. Annual evaluations of academic leaders include input from faculty, while five-year reviews of all Tier I SAAO's include input from a wide range of constituencies. These processes are described in greater

detail below.

Annual Evaluation

ECU conducts annual evaluations of all administrators as required by the BOT Policy (page 3). For each Tier I SAAO, the supervising officer conducts annual written evaluations, identifying elements of leadership development, areas of strength and needed improvement, as well as goals to achieve better performance. Annual evaluations typically begin during late spring semester. In early summer (usually June-July), the supervising officer completes the written evaluation and meets face-to-face with the administrator to discuss performance and establish goals for the upcoming year.

Faculty input in the annual evaluation of academic administrators is prescribed in the [Faculty Manual Part II Section V](#), Faculty Involvement in Selection and Evaluation of Administrators, which states the following:

Faculty shall evaluate administrators annually, employing an instrument approved by the Faculty Senate and the Chancellor. The results of such evaluations shall be made available to the administrator and the administrator's supervisor (page 2).

Through an [Administrator Survey](#), conducted across the campus at the end of each spring semester, faculty provide confidential feedback to the chancellor, academic vice chancellors, deans, and directors of the libraries. In April 2018, the Faculty Senate updated the [Administrator Survey forms](#) and [procedures](#) to better align with the Five-Year Review process defined in the same BOT Policy. The current survey includes the following themes: leadership; teaching, research/creative activity, and service; administration and management; diversity and collaboration; and open-ended comments. The results, both numeric ratings and comments, are reported to the administrator who is evaluated and to his/her supervisor.

To demonstrate the annual evaluation process, the following evidence is provided for further review:

- [Evaluation Form 2017-18 – SAAO's and Other EHRA Professional Employees](#)
- Evaluations of [Provost and Senior Vice Chancellor for Academic Affairs](#), [Dean of College of Fine Arts and Communication](#), and [Vice Chancellor for University Advancement](#) for the years 2016-17 and 2017-18
- Administrator Survey Forms for [Academic Vice Chancellors](#) and [Deans \(including Directors of the Libraries\)](#)
- [Administrator Survey Procedures](#)
- [Spring 2017 and Spring 2018 Administrator Survey Response Rate Summaries](#)

Five-Year Administrative Review

The BOT Policy also requires that "each senior administrator will undergo a comprehensive assessment every five years, or earlier if requested by the appointing officer" (page 3). All Tier I SAAO's are subject to this prescribed review. The Five-Year Administrative Review procedures are specified in the [Implementation Guidelines for Administrative Reviews in Accordance with Board of Trustees Policy](#), approved by the chancellor in 2009. The guidelines state the following:

The five-year review is the responsibility of the appointing officer, who shall determine

the review's conduct, processes, conclusions, and necessary actions resulting from the review. The review should be a collaborative endeavor involving students, faculty, administration, and other campus constituencies, as appropriate (page 1).

The guidelines further specify the evaluation criteria, timeframe, general processes, and the role of the review committee. The review criteria, determined by the supervising officer, must include the following areas: leadership, administration and management, diversity, and collaboration. Additional criteria, based on the expectations and demands of the position, may include planning, development, personnel development, assessment, academic freedom, teaching, research/creative activity, patient care, and service.

The review process is briefly described as follows:

- A Review Committee, the majority of whom are faculty members, is established to lead the review. The role of the Review Committee is specified on page 3 of the Guidelines.
- The Review Committee meets with the supervising officer to discuss the job expectations, goals, major constraints, and specific areas pertinent to the review of the administrator's performance during the preceding five years.
- The Review Committee identifies representatives of appropriate constituencies and solicits input through several methods, including, but not limited to, a survey.
- The administrator submits a detailed self-assessment, which includes a personal leadership development plan and an administrative review portfolio that documents his/her performance during the review period.
- The Review Committee examines the resources gathered, discusses the results of the review with the administrator, and subsequently provides a final report to the supervising officer. The final report provides a description of the identified strengths and weaknesses of the administrator and offers suggestions for performance improvement.
- The appointing officer considers the committee report, along with his or her own assessment of the administrator's performance, before reaching a final decision.

The final step of the review process is a meeting between the supervising officer and the administrator to discuss review results and establish goals for performance enhancement. Subsequent annual performance evaluations will address any expectations established as a result of the individual's five-year review with the goal of continuous enhancement of the administrator's leadership effectiveness. Should the results of the five-year review be sufficiently negative, it is the responsibility of the supervising officer to make decisions regarding corrective actions or possible termination.

To demonstrate the Five-Year Administrative Review process, the following documentation is provided as evidence:

- Samples of Five-Year Administrative Review Surveys: [Dean of the College of Nursing](#) and [Dean of the College of Engineering and Technology](#)
- Roster of [Academic Deans](#) and [Vice Chancellors](#) who completed a Five-Year Administrative Review within the recent three years
- [Five-Year Administrative Review Notification and Review Portfolio Table of Contents](#) for Dean of the School of Dental Medicine
- Redacted Five-Year Administrative Review Results of [Vice Chancellor for Student Affairs](#), [Dean of the School of Dental Medicine](#), and [Dean of Graduate School](#)

Conclusion

In summary, East Carolina University is committed to excellent performance and development of its academic leaders through regular evaluations and assessment of performance.

CR - 6.1:

Full-Time Faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

At East Carolina University (ECU), the number of full-time faculty members is adequate to support the institution's mission and goals. After describing ECU's mission and goals as well as the university's organizational structure, the narrative in this section will include information on faculty definitions, how the number of faculty are determined, total number of full-time faculty, and how the number of full-time faculty at ECU is adequate to support its mission in the areas of teaching, research, and service.

Mission and Goals

[ECU's mission statement](#) has been approved both by the ECU Board of Trustees (in July 2013) and by the UNC Board of Governors (in February, 2014) and directly addresses the responsibilities of faculty in promoting student success, public service, and regional transformation. To help achieve the institution's teaching mission, faculty are to use innovative learning strategies and delivery methods to maximize access; prepare students with the knowledge, skills and values to succeed in a global, multicultural society; and develop tomorrow's leaders to serve and inspire positive change. Other parts of the mission statement emphasize the criticality of faculty in the areas of research and service. Faculty are called upon to discover new knowledge and innovations to support a thriving future for eastern North Carolina and beyond; transform health care, promote wellness, and reduce health disparities; and improve quality of life [in the region] through cultural enrichment, academics, the arts, and athletics.

Organizational Structure

East Carolina University is one of 17 campuses within The University of North Carolina system (16 universities and a public residential high school for gifted students, the NC School of Science and Mathematics). The system is overseen by a Board of Governors as well as the UNC system President. Responsibility for each campus is delegated to its Board of Trustees and Chancellor. At ECU, there are seven Vice Chancellors and a Director of Athletics who report to the Chancellor. These Vice Chancellors are responsible for the following areas: Academic Affairs; Legal Affairs and University Counsel; Advancement; Research, Economic Development, and Engagement (REDE); Student Affairs; Administration and Finance; and Health Sciences. An Academic Council (consisting of the Vice Chancellors for Academic Affairs, REDE, and Health Sciences) supervises activities related to academics within their respective areas (See [Organizational Chart](#)). Specifically, the academic core of the university is divided into Academic Affairs (six disciplinary colleges along with the Honor's College, the Graduate School, Integrated Coastal Programs, and Academic Library Services) and Health Sciences (Brody School of Medicine, College of Nursing, School of

Dental Medicine, College of Allied Health Sciences, and Health Sciences Library Services). The Academic Council is responsible for allocation of faculty positions within their respective areas based upon factors such as workload and productivity data, institutional priorities, UNC system initiatives, legislative mandates, and available funding.

Definitions of Faculty

Full-time faculty are those whose employment is 1.0 Full-Time Equivalent (FTE); part-time faculty are those whose appointment is less than 1.0 FTE or whose primary appointment is not instructional but who may occasionally teach one or more classes. Per the ECU Faculty Manual ([Part VIII, Section I](#)), faculty tenured or probationary-term (tenure-track) appointments are made at the academic ranks of assistant professor, associate professor, and professor. The primary responsibilities of tenured and tenure-track faculty are academic instruction, research/creative activity, service, and, if applicable, contributions to patient care and related clinical duties. Titles of faculty with fixed-term (that is, non-tenure-track) appointments are based upon responsibilities and position duration. They include Teaching, Research, Clinical, Artist-in-Residence, Writer-in-Residence, Adjunct, Affiliate, and Visiting.

Determining Number of Faculty

At ECU, the Faculty Manual ([Part VIII, Section I](#)) specifies that faculty shall make recommendations on the personnel needs of their units to administrators for conveyance to the Academic Council. Requests for new faculty positions or replacement of vacant faculty positions can occur by means of criticality reviews (for the Academic Affairs division) or budget expansion requests (for the Health Sciences division).

A [criticality request](#) (consisting of two steps) accompanies every position request from Academic Affairs Division units once a position becomes vacant. The Provost's Personnel and Budget Committee reviews each request. There are four possible outcomes for each personnel request:

- The request may be approved.
- The request may not be approved, and the unit may be asked to repurpose the position and submit a new request.
- The request may not be approved, and the position may be assigned to another unit based on institutional priorities.
- The request may not be approved, and the position may be retained centrally for future reallocation. When the position is retained centrally, preference will be given to programs that represent institutional priorities and that have been identified as "invest" programs by the Program Prioritization Committee (PPC).

For units in the Health Sciences Division, an expansion budget request is required for any new or replacement faculty position in the BSOM Clinical Departments. The workbook for the request consists of several spreadsheets presenting a detailed justification and expense/revenue projections for the position. A recent example from the [Department of Pathology and Laboratory Medicine \(Surgical Pathology section\)](#) is included in supporting documentation.

In part, the number of faculty lines added each year at ECU is determined by the [University of North Carolina System funding formula](#). The formula is used to determine the number of

additional faculty needed to support the increase in student credit hours from the previous year. Money to fund the increased student enrollment (including faculty salaries) is then added to the budget of each school within the UNC System. Although allocations are based upon number of additional faculty lines needed at each level (undergraduate, master’s, doctoral) and in each discipline, the UNC System Office allows schools the discretion to apply these funds based upon institutional priorities.

Total Number of Full-Time Faculty

Each fall term, on the last day of October, associates in ECU’s Institutional Research office take a data “snapshot” of university employees and use this Personnel Data File (PDF) to provide official numbers of faculty and staff. According to the Fall 2018 PDF, 2,081 ECU employees held faculty appointments (1,714 are instructional faculty as defined by IPEDS) and, of these, 1,694 (81%) were full-time. Both tenured and tenure-track employees who hold faculty appointments are predominantly full-time as illustrated in the table below.

Tenure status	Number of Faculty	Number Full-Time	Percent Full-Time
Not on tenure-track	995	646	65%
On tenure-track but not tenured	274	273	100%
Permanent tenure	788	775	98%
Phased retirement*	24	0	0%
TOTAL	2,081	1,694	81%

* The UNC system Phased Retirement Program provides an opportunity for eligible full-time tenured faculty members to make a gradual transition to retirement through half-time service for several years. Phased retirees give up tenure upon entering the program.

Non-Tenure Track Faculty

In general, full-time tenured and probationary term (tenure-track) positions are preferred unless sound reasons exist. Such reasons include, but are not limited to: (a) the position is not permanently assigned to the unit, (b) the position is addressing temporary needs, (c) the position cannot be filled by a faculty member with a terminal degree, (d) the duties of the position are primarily clinical, (e) the position is by its nature term-limited (term-limited endowed professorships, for example), (f) this reflects the preference of the faculty member taking the position, or (g) budgetary or strategic considerations ([ECU Faculty Manual, Part VIII, Section I](#)). When one of these reasons apply, a “fixed term” (non-tenure track) faculty member may be hired. Fixed term faculty may be either full- or part-time.

Adequacy of Full-Time Faculty

Teaching

A number of metrics related to faculty indicate that the number of full-time faculty at ECU is adequate to support the institution's teaching mission. This report includes three of these metrics (student-to-faculty ratio, percentage of all instructional staff who are full-time, percentage of student credit hours taught by full-time faculty overall and by college). The sufficiency of faculty to provide quality student advising is also addressed in this section.

Student-to-Faculty Ratio

Adequacy of full-time faculty to support instruction is commonly measured in higher education by means of the student to faculty ratio. The ratio of students to full-time instructional staff with faculty status for ECU's peer institutions ranges from 46:1 to 12:1 with an average of 23:1 ([IPEDS Report](#), most recent data available, Fall 2017). ECU's ratio of 22:1 is well within the range of values for this peer group of universities. (Official peer groups are chosen for each school within the UNC system approximately every five years based upon parameters set by the system office and input from each campus.)

Percentage of Instructional Staff (with Faculty Status) Who are Full-time

Within the same group of peer institutions as used for benchmarking student to faculty ratio above, the average percentage of instructional staff (with faculty status) who are full-time is 80%. ECU, at 78%, is very close to the average; the range of values on this metric for the group of eighteen peer institutions is [54% to 99%](#)).

Percentage of Student Credit Hours Taught by Full-time Faculty, Overall and by College

During academic years 2016-2017 and 2017-2018 (excluding summers), well over a million Student Credit Hours (SCHs) were generated by ECU students. Almost 90% of those (86.06%) were from courses taught by full-time faculty. As the table below illustrates, a similar proportion holds true across most of ECU's Colleges. Exceptions are Brody School of Medicine (BSOM, 75.17%) and College of Education (COE, 67.83%). In BSOM and COE, a heavier reliance than in other schools and colleges on part-time faculty is due to the need for faculty with unique expertise or experience. For example, COE utilizes part-time faculty to oversee student teaching and BSOM employs part-time faculty to oversee clinical rotations. Part-time faculty are also hired to teach specialty topic courses (e.g., otorhinolaryngology in BSOM) or to bring practical knowledge to the classroom (e.g., K-12 administrators teaching in the Master of School Administration program). (See Standard 6.2.b for more detail.)

College*	# SCHs taught by FT faculty	% SCHs taught by FT faculty	Total SCHs**
Brody School of Medicine	24,612	75.17%	32,741
College of Fine Arts and Communication	105,662	89.29%	118,341
College of Health and Human Performance	118,709	83.30%	142,515
College of Allied Health	52,397	85.42%	61,341
College of Arts and Sciences	470,868	88.48%	532,176
College of Business	154,384	88.52%	174,411
College of Education	62,984	67.83%	92,849
College of Engineering and Technology	67,411	87.61%	76,947
College of Nursing	42,112	87.93%	47,893
School of Dental Medicine	12,414	100.00%	12,414
East Carolina University (Total)	11,111,553	86.08%	1,291,628

*Honors College and Integrated Coastal Programs (a stand-alone unit within Academic Affairs) are not included in the list of Colleges and Schools because SCHs are captured within their affiliated faculty members' primary units.

**SCHs generated by Graduate Teaching Assistants are not included in total.

Advising

An important aspect of teaching at ECU is advising students, which “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” ([ECU Faculty Manual, Part VI, Section I](#)). ECU adopted a collaborative advising model fifteen years ago and now employs sixty professional advisors. In some programs, professional advisors advise students from entrance through graduation while in others, students are assigned to professional advisors until they are declared in their majors at which time students are assigned to faculty members. In several departments within the College of Arts and Sciences, students work with only a faculty advisor from entrance through graduation.

In a review of full-time faculty who taught courses at ECU during the 2016-2017 and/or the 2017-2018 academic year, 62.22% were flagged as advisors. Results from the most recent (2017-2018) administrations of the Graduating Seniors Survey (GSS) and the Graduate Student Exit Survey (GSES, response rate 47%) at ECU attest to the fact that ECU has sufficient faculty to provide quality academic advising. Of over 1,000 students who responded to the GSS, 86% agreed or strongly agreed that throughout the various stages of their academic careers at ECU, they had access to advising services that enabled them to successfully progress towards receiving their degrees. Admittedly, because of ECU’s collaborative advising system, not all of students’ experiences related to advising can be tied to faculty. However, on the same survey, when asked about their advising experiences during their last two years on campus, 70% indicated they were satisfied or very satisfied with the amount of time their advisors spent with them. On the GSES, graduate student respondents overwhelmingly felt their advisors were accessible and responsive. Of over 660

respondents, 89% rated “access to program advisor” as good or excellent and 87% rated “responsiveness of advisor” as good or excellent.

Research and Creative Activity

Although ECU has few faculty whose only responsibility is research, research and creative activities that align with the institution’s mission, engage students in effective ways, and advance academic disciplines are an expectation of all tenured and tenure-track faculty ([ECU Faculty Manual, Part VIII, Section I](#)). Faculty are expected to advance the mission of the university through the discovery of “[new knowledge and innovations to support a thriving future for eastern North Carolina and beyond.](#)” In addition to engaging in research and creative activities on a regular basis, faculty can apply for scholarship reassignment once every seven years to pursue full-time projects involving research or creative activity ([ECU Faculty Scholarship Reassignment policy, REG06.60.01](#)). The adequacy of faculty to support ECU’s research mission is illustrated below through information on faculty scholarship, external research funding, and ECU research-focused Centers and Institutes.

Scholarship

ECU faculty members have illustrated their capacity for high levels of scholarly and creative productivity. In academic year 2016-2017, ECU faculty engaged in 1,444 creative activities; authored 2,376 journal articles and conference proceedings; published 541 books and book chapters; and delivered 2,785 research presentations and posters. In academic year 2017-2018, ECU faculty engaged in 1,001 creative activities; authored 2,334 journal articles and conference proceedings; published 615 books and book chapters; and delivered 3,329 presentations (including posters). (These data are documented in ECU’s faculty activity system. In 2016-2017, that system was Sedona; in 2017-2018, it was Interfolio's Faculty180. In Faculty180, over 90% of faculty recording scholarship activities were full-time faculty.)

Funding

A common measure of faculty effort in research is the number and value of external research funding. [During FY2017](#), ECU submitted sponsored program proposals with a total dollar value of \$231,529,939 and received, in total awards, \$45,461,292. As the table below indicates, among the Carnegie Class “High Research Activity” schools within the UNC system, ECU total proposal amount was above the average and total awards dollars were only slightly below average. (Although the UNC system reports do not indicate the percentage of full-time versus part-time faculty generating these proposals, we know that among UNC system schools, the majority of faculty are full-time. According to [the 2017 IPEDS data](#), the average percent of instructional staff with faculty status at these schools who are full-time is 79% with a range of 60%-100%.)

Institution	Total Proposals Dollars	Total Awards Dollars
East Carolina University	\$231,529,939	\$45,461,292
North Carolina A & T	\$239,995,398	\$62,525,678
UNC-Charlotte	\$262,947,016	\$50,917,579
UNC-Greensboro	\$131,597,501	\$32,173,940
Average	\$216,517,464	\$47,769,622

In fiscal year (2018), over 1300 sponsored program proposals were submitted on which an ECU faculty member in one of ECU's 10 major colleges/schools was either principal investigator or co-investigator; more than half of those were funded. The majority of proposals submitted and funded were written by full-time faculty. Of 1345 proposals

submitted and 610 awards received, 1256 (93%) and 567 (93%) were from full-time faculty respectively. Faculty in all ECU Colleges (including Brody School of Medicine and School of Dental Medicine) submitted proposals during FY2018; the table below provides the percentage of proposals submitted and awards received by full-time faculty. (Data were obtained from the UNC System Research Administration Management System, RAMSeS).

College*	% Proposals FT Faculty	% Awards FT Faculty
Brody School of Medicine	89%	90%
College of Allied Health	98%	100%
College of Arts and Sciences	98%	96%
College of Business	100%	100%
College of Education	100%	100%
College of Engineering and Technology	97%	88%
College of Fine Arts and Communication	100%	100%
College of Health and Human Performance	94%	97%
College of Nursing	80%	100%
School of Dental Medicine	100%	100%

*Honors College is not included in the list of Colleges and Schools because grants are captured within affiliated faculty members' primary units. Integrated Coastal Programs (a stand-alone unit within Academic Affairs) was not in existence in FY 2018.

Research-focused Centers and Institutes

ECU has several [Centers and Institutes](#) with a primary mission of research. These include Center for Health Disparities Research, Center for Natural Hazards Mitigation Research, Center for Sustainable Energy and Natural Resources, East Carolina Diabetes and Obesity Institute, East Carolina Heart Institute, Institute for Coastal Science and Policy, NC Agromedicine Institute, and UNC Coastal Studies Institute. Faculty within, and affiliated with, these Centers and Institutions are overwhelmingly full-time (94% in the most recent evaluation).

As examples of how the faculty within, and associated with, these Centers and Institutes help advance ECU's mission, consider the [Center for Health Disparities Research](#) (CHD) and the [East Carolina Diabetes & Obesity Institute](#) (ECDOI). Consistent with ECU's mission of transforming health care, promoting wellness and reducing health disparities, the CHD is specifically devoted to reducing health disparities among disadvantaged populations in Eastern North Carolina. The 36 CHD faculty (7 joint-appointed, 4 leadership, and 25 affiliated) span 17 ECU departments and 7 colleges/schools. In the five years preceding their most recent review (2018), CHD faculty generated over \$33 million dollars in grant funds, were responsible for 292 publications, and presented 238 times at conferences. The research of the joint-appointed faculty alone was cited over 15,000 times in these five years. Also with a health-related focus, the mission of the ECDOI is to develop, promote, and support interdisciplinary basic and clinical research in disorders of metabolism including diabetes, cardiovascular disease, obesity, and cancer. From 2014 to 2017, the ECDOI (with three center-based and 51 affiliated faculty from multiple departments) obtained

\$30,092,786 in grant funding; generated 188 publications; and presented 269 times at conferences.

Service

East Carolina University considers service to the university, the academic profession, and the community as an important aspect of a faculty member’s contribution ([ECU Faculty Manual, Part VIII, Section I](#)). Metrics included in this section to document the adequacy of faculty to support ECU’s service mission are: number of service activities overall and by college; percent of sponsored research awards used for community-engaged research; number of service-learning courses taught, and student credit hours generated, by ECU faculty; productivity of ECU’s Community Service Learning Centers; and contributions made by ECU service-focused Centers and Institutes.

In academic year 2017-2018, ECU faculty participated in 7,611 activities of university service; 4,263 of professional service; and 1,384 of community service (as reported in ECU’s Faculty Activities System, Faculty180). The percentage of full-time faculty that engaged in these three types of service were 97%, 96%, and 94%, respectively. Faculty across all colleges and schools were engaged in service activities; the table below provides the percentage of full-time faculty engaging in these activities by college.

College*	Institutional Service	Professional Service	Community Service
Brody School of Medicine	95%	93%	89%
College of Allied Health Sciences	100%	96%	97%
College of Arts and Sciences	98%	99%	99%
College of Business	97%	99%	95%
College of Education	95%	95%	82%
College of Engineering and Technology	100%	99%	100%
College of Fine Arts and Communication	99%	96%	94%
College of Health and Human Performance	100%	96%	100%
College of Nursing	98%	98%	97%
School of Dental Medicine	80%	78%	81%
TOTAL	98%	96%	94%

*Honors College and Integrated Coastal Programs are not included in the list of Colleges and Schools because service is reported within affiliated faculty members’ primary units.

Faculty are specifically called upon, in [ECU’s mission statement](#), to improve the quality of life in the region (Eastern North Carolina) through service activities. More than half of all community service activities reported by faculty during 2017-2018 were local or in the broader Eastern North Carolina region.

Community-engaged Research

In 2015, the University of North Carolina’s Office of International, Community and Economic Engagement released a [report](#) on the community and economic engagement activity of the UNC system. The report was updated in 2016 with data from the 2015 fiscal year. A portion of both the original and updated report dealt with Community-engaged Research.

Community-engaged Research is research involving the community in a meaningful, mutually beneficial way. The table below lists 15 four-year institutions within the UNC System and the percentage of sponsored research awards for each that were, in FY 2015, reported as involving community-engaged research. ECU ranked fifth within this group of institutions and higher than either of the schools with a larger student body (NC State and UNC Chapel Hill).

Fiscal Year 2015*: Percent Sponsored Research Awards reported as Community-engaged Research by 4-year Institutions within the UNC System	
Appalachian State University	62%
East Carolina University	43%
Elizabeth City State University	33%
Fayetteville State University	58%
North Carolina A&T State University	29%
North Carolina Central University	30%
North Carolina State University	5%
University of North Carolina at Asheville	37%
University of North Carolina at Chapel Hill	11%
University of North Carolina at Charlotte	39%
University of North Carolina at Greensboro	39%
University of North Carolina at Pembroke	39%
University of North Carolina at Wilmington	50%
Western Carolina University	58%
Winston-Salem State University	35%

*Most recently available data for system.

Service Learning Courses and Centers

Service learning is a method of instruction that has the benefit of meeting academic course objectives and helping students develop a sense of engagement and social responsibility. As of Fall 2018, ECU has [41 courses](#) designated as service-learning. Eight of these have all sections designated as service-learning; for the other 33, selected sections have service-learning designation. During the 2017-2018 academic year, ECU faculty (the majority full-time) taught [117 service-learning designated course sections](#) and generated 6,724 student credit hours.

As an example of service within the division of Health Sciences, the School of Dental Medicine (SoDM) at ECU has an innovative education model at the heart of which is the experience that fourth-year students gain in the school’s Community Service Learning Centers (CSLCs). Students work alongside ECU faculty dentists and residents and spend approximately nine weeks at three different CSLCs during their fourth year, living and working in the communities they serve. The following table lists the eight CSLCs that have opened throughout the state of North Carolina since 2012 along with total patients (unique individuals) seen since opening and total patient encounters (visits) since opening (as of the

last available data snapshot taken on 10/31/17).

ECU's School of Dental Medicine Community Service Learning Centers			
Location	Date Opened	Total Patients Since Opening	Total Patient Encounters Since Opening
Ahoskie	July 2012	7,213	32,547
Brunswick County	April 2016	2,152	8,812
Davidson County	March 2015	3,549	14,632
Elizabeth City	April 2013	6,734	24,044
Lillington	March 2014	4,274	17,302
Robeson County	January 2015	3,751	15,305
Spruce Pine	May 2015	3,442	10,570
Sylva	May 2014	4,675	22,088
TOTAL		38,328	145,300

Service-oriented Centers and Institutes

ECU has several [Centers and Institutes](#) for which the primary mission is service. These include Center for Applied Psychophysiology; Center for Science, Mathematics, and Technology Education; Center for Telepsychiatry and e-Behavioral Health; Pediatric Healthy Weight and Treatment Center; Rural Education Institute; and Small Business Institute. Faculty within, and affiliated with, these Centers and Institutions are overwhelmingly full-time (94% in the most recent evaluation).

Consistent with ECU's mission to serve eastern North Carolina, the [Center for Telepsychiatry and e-Behavioral Health](#) (CTeBH) focuses on improving the delivery of mental health services and increasing the study of issues related to the quality and effectiveness of remote delivery of mental health services, thus directly impacting the health of citizens in eastern North Carolina. From 2014 to 2017, the Center provided over 19,000 psychiatric assessments reducing lengths of stay and recidivism in hospital emergency departments for behavioral health services. An entirely different focus of service is provided by the [Small Business Institute](#) (SBI), the purpose of which is to provide specialized, on-site management assistance to small business owners while providing senior-level business students with a valuable engaged learning experience. From 2014 to 2017, students accumulated over 10,000 hours of fieldwork for the SBI. The Institute also produced 21 consulting reports and published five issues of the Small Business Institute Journal.

The volume of service activities, the high percentage of research funding allocated to community-engaged research, the substantial number of student credit hours produced in service-learning course sections, the state-wide presence and productivity of the SoDM Community Service Learning Centers, and the prolific work of ECU service-focused Centers and Institutes (all of which are produced predominantly by full-time faculty) demonstrate the adequacy of faculty to support ECU's service mission.

Conclusion

The number of full-time faculty members at East Carolina University is adequate to support the mission and goals of the institution.

R - 6.2.b

Program Faculty

For each of its educational programs, the institution:

- b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University employs sufficient number of full-time faculty members to ensure the quality, integrity and review of its academic programs. As of September 2018, ECU offers 84 bachelor's degrees, 71 master's degrees, 2 intermediate post-master's programs, 18 research or professional doctoral degrees, and 84 certificate programs. A list of degrees and certificates is provided in the [Institutional Summary Form](#). The narrative below includes definitions of full-time and part-time faculty, a breakdown of full-time and part-time faculty by academic program, and a description of full-time faculty's oversight of academic programs. If an academic program does not appear to have sufficient full-time faculty, further explanations are provided in the narrative.

Definitions of Full-time and Part-time Faculty

Full-time faculty are those whose employment is 1.0 Full-Time Equivalent (FTE) and whose primary responsibilities are academic instruction, research and creative activity, and service. Tenured and probationary term (tenure-track) positions are generally full-time positions, which are preferred unless sound reasons exist to hire faculty at a fixed-term ([the Faculty Manual, Part VIII, Section I, Personnel Policies and Procedures](#), page 3). A fixed-term faculty position at ECU can be full-time or part-time with the term varying from one semester to multiple years. **Part-time faculty** are those whose appointment is less than 1.0 FTE or whose primary appointment is not instructional but who may occasionally teach one or more classes.

Since faculty members of each academic unit are responsible for the curriculum, they make recommendations on the personnel needs of the unit. ECU recognizes the primary importance of teaching and instructional responsibilities beyond the classroom. The [Faculty Manual Part VIII, Section I, Personnel Policies and Procedures](#), includes the following statement:

Teaching includes instructional activities and responsibilities beyond the class setting, e.g., advisement; mentoring; laboratory supervision; clinical rounds by a physician/professor accompanied by students; program direction; the direction of research projects and papers, dissertations, and thesis; and other contacts and relationships outside the classroom (page 3).

The instructional responsibilities described above are carried out by full-time ECU faculty, supplemented by careful hiring of part-time faculty and graduate teaching assistants (GTAs). In Fall 2018, 2,018 ECU employees held faculty appointments, of whom 81% were full-time. In addition, ECU had a total of 302 GTAs, however not all of them were an instructor of record during Fall 2018. Additional information about ECU faculty composition can be found in Standard 6.1.

The Board of Governors (BOG) of the University of North Carolina assigns ECU faculty responsibility for an instructional load equivalent of five 3-semester courses per year per 1.0 FTE ([BOG Policy 400.3.4, Monitoring Faculty Teaching Workload](#)). The [ECU Faculty Manual Part VIII, Section I, Personnel Policies and Procedures](#), further specifies that “full-time faculty members whose primary responsibilities are teaching and other instructional responsibilities should not be required to teach more than the equivalent of 12 credit hours per semester or 6 credit hours per summer session, as consistent with the discipline norms, with the exception of faculty members who voluntarily teach directed readings and similar courses” (page 8).

Instructional overloads among full-time faculty are not prevalent at ECU. As shown in the [2018 ECU Faculty Instructional Overload Report](#), 49 faculty members received instructional overload compensations in Spring 2018. The total number reduced to 37 in Fall 2018, accounting for 2% of the full-time faculty at ECU. Faculty turnover in the middle of the academic year contributed to a higher number of overloads in the spring semester. In this report, very few faculty members had instructional overloads in consecutive semesters. Furthermore, the number of overloads in the Department of English doubled in Fall 2018 compared to the Spring, which accounted for nearly 30% of the total overloads at ECU in Fall 2018. Finding it difficult to hire experienced temporary part-time faculty on short notice, the English Department relied on qualified and experienced full-time faculty to manage unexpected faculty absences and student need for additional sections. The Department is hiring more part-time faculty for Spring 2019 and does not anticipate a high level of overloads in Spring 2019, although overloads are still possible when there are unexpected leaves.

Full-Time Faculty by Program: Data and Methodology

A faculty member may teach a course required by multiple programs, contribute to multiple programs within his/her department, or support a program offered by another department. The percentage of full-time faculty in each degree and certificate program can be demonstrated by faculty headcount as well as student credit hours (SCH) generated by faculty. Because both methodologies produced similar results, the latter is included in this narrative.

To determine the number and percentage of SCHs taught within each ECU degree and certificate program by full-time faculty, course sections offered during four academic terms (Fall 2016, Spring 2017, Fall 2017, and Spring 2018) were examined. Course and program association was determined by predominant course prefixes and relevant course numbers for each degree and certificate listed in undergraduate and graduate catalogs. All courses that are part of ECU’s general education program were flagged so that the percentage of general education SCHs taught by full-time faculty could be examined separately.

The resulting [Student Credit Hours by Full-time/Part-time Faculty Report](#) contained 22,218 sections taught by 1,867 faculty and 236 GTAs in two academic years (excluding summer terms). The report includes the number of SCHs generated by full-time faculty, part-time faculty and GTAs, as well as the percentage of SCHs generated by full-time faculty based on the total SCHs associated with a program. Programs authorized to deliver online are noted by an "*", and programs authorized to deliver >50% of the instruction at an off-campus instructional site are noted by a "^" next to the program name in the report. The report includes duplicate counts as a course can be required by multiple degree programs. When multiple degrees share the same core curriculum (e.g., BA and BS in Economics, BFA in Art and BA in Art Education), their total SCHs may be the same.

The report does not include programs that were discontinued and had no enrollment: BSAP in Applied Physics, BSBE in Information Technologies, BS in Child Life, MAED in Business Education, MS in Recreational Therapy Administration, MS in Technology Systems, and Certificate in Health Care Management. The report also excludes newly approved programs with no enrollment: BS in Software Engineering, MA in Hispanic Studies, MS in Data Science, MS in Mechanical Engineering, Certificate in Teaching Children in Poverty, and Certificate in Sustainable Tourism and Hospitality.

For online and remote-site programs, additional analyses were conducted to examine the types of faculty who taught online or off-site courses associated with those programs. The [Online and Remote-site Student Credit Hour Report](#) includes 1) off-campus SCHs generated within five programs with authorization to deliver >50% of the program at an approved instructional site, broken down by faculty type; and 2) fully or primarily online SCHs generated within programs authorized to deliver online, by faculty type. Some programs approved for online or remote-site delivery didn't offer any online or remote-site courses during the period examined in the analyses.

Full-Time Faculty by Program: Findings and Justifications

The above reports demonstrate that full-time faculty at ECU taught 50% or more of the total SCHs in majority of the programs. The [Student Credit Hours by Full-time/Part-time Faculty Report](#) identified a total of 24 degree and certification programs in which part-time faculty generated more SCHs than full-time faculty did. Among the identified programs, 14 were authorized to deliver online and one was authorized to offer both online and at a remote site. The [Online and Remote-site Student Credit Hour Report](#) identified a total of 18 programs in which part-time faculty generated more online or remote-site SCHs than full-time faculty did. After combining the two lists, a total of 27 unique programs were identified.

Explanations are provided in a document titled [Program Justifications](#) for 25 of the 27 programs. Two programs, Aquatics Therapy and Community Health Center Administration, have been discontinued. Although local circumstances were different, in general, the following factors contributed to the need for hiring part-time faculty:

- Part-time faculty bring in unique expertise or experience that complements the strength of full-time faculty in the program.

- Licensure or certification requirements for some programs necessitate instructors possessing these credentials. Practitioners in the field with proper credentials are hired as part-time instructors.
- Internship, practicum, or other types of experiential learning component in the curriculum requires part-time faculty to supervise students placed in the field.
- Academic units hire part-time faculty due to full-time faculty turnover or difficulty in filling the full-time position.

Although the identified programs relied on part-time faculty to teach a majority of the credit hours, full-time faculty have full control and oversight of the program quality, which is explained in the [Program Justifications](#). For example, for the Dual Language Immersion Administration Certificate, two full-time faculty provide curriculum oversight, instructional improvement, and quality support. Regardless of delivery method (face-to-face, hybrid, or online), the full-time faculty developed the syllabus for each of the four courses offered in the program. In the BS in History Education program, two full-time faculty members meet with part-time faculty twice a month. At the meetings, faculty share lesson plans and assessments, review student work, and discuss pedagogy and course content. In the Master of School Administration program (delivered online and at a remote site), part-time fixed-term faculty attend program curriculum meeting once a month. Full-time faculty in the program have developed handbooks for part-time faculty to follow.

Processes to Continually Assure Sufficient Full-time Faculty

ECU has established several processes to continually assess the adequacy of faculty and ensure the quality and integrity of each of its academic programs. Five processes are highlighted below: 1) Academic Program Approval Process, 2) Academic Program Review, 3) Specialized Accreditation, 4) Performance Appraisal and Teaching Evaluation, and 5) Training of Graduate Teaching Assistants.

1. Academic Program Approval Processes

Program and curriculum development are faculty responsibilities, and ECU has a strong faculty-driven vetting process for all educational programs, including establishment of new degree and certificate programs and revision of existing programs. Almost all bodies that review and approve programs are comprised primarily of faculty. Each body carefully assesses the adequacy of qualified faculty to establish and sustain high-quality educational programs, which may be housed at the college, school, or departmental level.

For new degree programs, faculty planners submit formal proposals that include a description of faculty expertise, availability, education, and new faculty positions needed, as well as research and scholarly infrastructure (for doctoral programs), to support the proposed degree program. Throughout the approval process, faculty reviewers/approvers assess the impact of new degree programs on faculty workload (teaching, scholarly research, and public service), including supporting units that provide general education, cognates, and electives. All faculty planners, reviewers, and approvers carefully consider faculty capacity to develop and deliver programs that support the mission of the institution and the appropriate level of rigor suitable to higher education. Once approved on campus, the University of North Carolina (UNC) System Office also reviews the same parameters for approval by the UNC Board of Governors.

Certificate programs, which are frequently derived from degree program coursework, follow a similar process, although final approval occurs at the campus level. Faculty planners

submit a formal certificate application, which requires a faculty roster with “the name, unit, rank and department association of faculty associated with, or contributing to, the certificate program, either by teaching one or more of the courses in the program or participating in the design of the coursework.”

Finally, existing programs follow a rigorous approval process of revision on campus. Program revisions, which may include actions such as new delivery modes, increases/decreases in credit hours, changes in admission requirements, and addition/deletion of courses, can have serious impact on faculty workload. Therefore, approval bodies consider revisions at the micro and macro levels to ensure continuing faculty resources are adequate throughout the life cycle of individual programs.

Evidence to support program approval processes are included below:

- [Letter of Intent to Develop New Academic Degree Program](#), University of North Carolina (2018)
- [Request to Establish New Academic Degree Program](#), University of North Carolina (2018)
- [Request to Deliver the Master of Public Health Online](#) (June, 2018)
- [Letter of Intent to Develop Doctor of Occupational Therapy](#) (September, 2018)
- [Request to Establish Master of Science in Mechanical Engineering](#) (March, 2018)

2. Academic Program Review

Academic programs without specialized accreditation conduct an [Academic Program Review](#) (APR) every seven years, which engages faculty in a comprehensive review of program quality and alignment to ECU's mission, commitments, and strategic plan. APR helps faculty and administrators gain an understanding of the following:

- Purpose and outcomes for each degree and certificate program being reviewed;
- Each program's effectiveness in achieving its purpose and outcomes, along with overall quality;
- Faculty's vision for each program and improvement actions taken as a result of institutional and assessment data; and
- Future programmatic improvements to the curriculum, pedagogy, and/or operational functions of the department.

The [Academic Program Review Guidelines](#) (2017) specifies three major products of an APR: 1) an internal self-study of the program by its faculty; 2) an on-site review conducted by an external review committee, and 3) a final action plan produced by faculty and supported by the Dean and the Academic Council. The self-study has seven components: 1) program purpose; 2) enrollment, degrees and student success; 3) curriculum, learning outcomes and student satisfaction; 4) strength of the faculty – teaching, research and scholarship; 5) regional transformation – economic development/public service; 6) resources; and 7) other operational or programmatic outcomes.

The APR allows program faculty to assess the adequacy of faculty resources based on program goals and outcomes, obtain feedback from external reviewers at peer institutions, and develop a plan of action if inadequacies are identified. The [Unit Response from the Department of English](#) is an example of how a unit responded to its external reviewers' recommendations for a new faculty hire in its PhD program (page 6) and more fixed-term instructors with multi-year contracts for composition courses (pages 6-7).

3. Specialized Accreditation

Specialized accreditors require sufficient faculty in accredited programs, some of which further specify faculty-student ratio and the minimum number of full-time faculty in the program. The cyclical process of reaffirmation ensures that adequate full-time faculty are available to offer these programs at the high level of quality typically expected by these professional and specialized agencies. ECU Programs with specialized accreditation have sufficient faculty as demonstrated in the following examples:

- [College of Business, 2015 AACSB International Fifth-Year Maintenance Report Self-Study](#), Section 4.2 Faculty Sufficiency and Qualifications (pages 26-28) and [AACSB Accreditation Review Team Report](#) (page 4)
- [ABET Self-Study Report for the B.S. in Engineering Program \(2014\)](#), Self-Study, Criterion 6: Faculty (pages 100-118)
- [BSW in Social Work 2015 Self-Study](#), pages 143 – 162: discussed the number and qualifications of full-time and part-time faculty; faculty-student ratio; faculty size and type of faculty; and faculty workload

4. Evaluation and Training of Part-time Faculty

Per [Faculty Manual, Part VIII, Section I, Personnel Policies and Procedures](#), each faculty member with either a fixed term, probationary term, or permanently tenured appointment shall receive annually an evaluation of his/her performance from the unit administrator. The evaluation of fixed term faculty (including both full-time and part-time faculty) are based on their performance of duties as stated in their appointment letters, utilizing the criteria stated in the unit's code of operations (page 11). A unit administrator (i.e., department chair, school director, etc.) completes a written evaluation and meets with the faculty member to discuss his/her performance. The [Health Sciences Division Faculty Evaluation Form](#) is provided as an example of the evaluation process.

To assess student's satisfaction with teaching and instruction, the [Student Opinion of Instruction Survey \(SOIS\)](#) is conducted every semester in all eligible course sections regardless of instructor type, instruction type, delivery mode or site of instruction. SOIS results are distributed to the instructor who taught the course, as well as the supervising department chair or school director, and the dean. The results are used as part of the annual performance evaluation.

Part-time faculty who teach DE courses are also subject to ECU's Distance Education Policies ([Faculty Manual, Part VI, Section III](#)), which requires them to complete a university training program and "engage in at least one [training activity](#) each academic year that addresses advances in the methodologies and technologies used in distance education" (page 3).

5. Training of Graduate Teaching Assistants

The Graduate School hosts a [New Graduate Teaching Assistant Orientation](#) at least once per semester. In collaboration with program directors, the Graduate School developed four GTA teaching assessment tools for different instructional settings: [Online Teaching](#), [Campus-based Studio Teaching](#), [Campus-based Classroom Teaching](#), and [Campus-based Lab/Practical Teaching](#). These tools are used by full-time faculty supervisors as a formative assessment to determine how a GTA is progressing through the learning stages of improvement in teaching. Departments, particularly those hiring a large number of GTAs,

have developed their own GTA training and/or evaluation tools. Three examples are provided below:

- Department of Kinesiology – [Graduate Assistant Handbook](#)
- Department of Psychology: [Training and Supervision of Doctoral Student Teaching](#); [PSCY 7800 Student Teaching Observation Form](#)
- Department of Biology – [Graduate Teaching Assistant Evaluation](#)

Conclusion

The number of full-time faculty members at East Carolina University is adequate to ensure the quality and integrity of each of its academic programs.

R - 6.2.c

Program Coordination

For each of its educational programs, the institution:

- c. assigns appropriate responsibility for program coordination.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) assigns responsibility for program coordination and curriculum development and review to qualified faculty members in each of its educational programs. ECU defines an educational program as a degree with a defined major or a certificate in a specialized area. A full program list can be found in the [Institutional Summary Form Prepared for Commission Reviews](#). Names of program coordinators (also referred to as program directors) are published in [ECU's undergraduate and graduate catalogs](#). This narrative includes ECU practices regarding program coordination, as well a roster of program coordinators in 2018-19 and their qualifications for the designated program(s).

Program Coordination Responsibilities

As defined in the [ECU Faculty Manual, Part VI, Section VII, Curriculum Procedures and Academic Program Development](#), ECU "places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty" (page 2). This section of the Faculty Manual further stipulates that "program and curriculum changes are initiated, prepared, and presented for review" by faculty planners in a given program. The coordination and oversight of programs, as well the initiation of course-level and program-level changes, are departmental responsibilities governed by the provisions of Academic Unit Codes of Operation. Furthermore, coordination and oversight of graduate programs is the purview of departmental faculty with the Graduate Faculty and Associate Graduate Faculty status, and duties of graduate program directors or coordinators are documented in the [Graduate Program Directors and Coordinators \(GPDC\) Handbook](#). Details about Academic Unit Codes and the GPDC Handbook are included below.

Academic Unit Codes of Operation

Duties associated with program coordination, regardless delivery mode or instructional site, are determined by the organizational structure of academic units and committee structures set forth in Academic Unit Codes of Operation. Program coordination is often designated to an Undergraduate or Graduate Program Director (also called Director of Undergraduate/Graduate Studies, Undergraduate/Graduate Program Coordinator, or Area Coordinator for a specialty field) who works closely with a departmental and/or college curriculum committee.

Administrative organization of an academic unit, leadership roles and duties for each role, and the membership, terms, and duties of standing committees (including curriculum committees) of the unit are included in all Academic Unit Codes. Some Unit Codes also include the selection process and duties associated with program coordinators/directors. Included below are seven examples selected from a total of 33 code units that offer educational programs. This sample includes all three levels of code units (i.e., department, school, and college) of a wide range of disciplines.

Brody School of Medicine

The Brody School has four curriculum committees, Executive Committee, M-1 Curriculum, M-2 Curriculum, and Clinical Curriculum. The M-1, M-2 and clinical curriculum committees review the curriculum for each respective year and make recommendations to the Executive Curriculum Committee. The Executive Curriculum Committee incorporates those recommendations as appropriate to provide ongoing review and central management of the MD degree curriculum in its entirety. The executive committee defines the architecture of the curriculum, ensures graduated advancement of curricular topics, assures coverage of all objective-related content, and addresses any unnecessary redundancy of material, patterns of low student evaluations, or below average standardized exam scores by course or content area ([Unit Code of Governance, Brody School of Medicine](#), page 8).

The MD in Medicine Executive Curriculum Committee (ECC) is charged with the responsibility for the overall design, management and evaluation of a coherent and coordinated curriculum to ensure congruence with overall BSOM educational objectives for the four curriculum committees mentioned above. The ECC is chaired by David Gilbert, MD, Clinical Assistant Professor in the Department of Family Medicine. Responsibilities of the ECC include review of the content of the curriculum, including consideration of any proposed modifications. The ECC reviews all recommendations that come from the year-specific committees and/or student representatives and forwards them to the Dean, along with its recommendations and assessment of how the changes might impact the total curriculum. The ECC also engages in a systematic review of the entire curriculum on an ongoing basis and formally reports to the Dean and faculty regarding its activities.

Executive Curriculum Committee Roster	
Faculty Member	Role and Program Area
Dr. James Coleman, PhD	Chair of M2 Curriculum, Microbiology & Immunology
Dr. Lisa Domico, PhD	Basic Science At Large Representative, Pharmacology & Toxicology
Dr. David Eldridge, MD	Chair of M3 and M4 Curriculum, Pediatrics
Dr. David Gilbert, MD	Committee Chair, Dean's Designee, Family Medicine
Dr. Kelly Harrell, PhD	Basic Science At Large Representative, Anatomy and Cell Biology

Dr. Susan Keen, MD	Clinical Faculty At Large Representative, Family Medicine
Dr. Luan Lawson, PhD	Associate Dean for Medical Education, Office of Medical Education
Student Name	Role and Program Area
Jamie Hunter	Student Representative, M4 Curriculum
Akrishon Kirk	Medical Student Council Representative

Department of Biology

The directors of Undergraduate Studies and Graduate Studies are appointed by the chair in consultation with the departmental Executive Committee. Among their duties, the directors "coordinate, supervise, and monitor" a strong academic undergraduate/graduate program "that is responsive to societal needs and student demand, and supportive of the goals of the Department and the University" ([Unit Code for Department of Biology](#), page 4-6).

Department of Psychology

The Undergraduate Program director is elected by a majority of the eligible voting faculty in the department. The duties of the program director include "making recommendations to the Curriculum Committee as necessary concerning changes in the undergraduate program" ([Code of Operations of the Department of Psychology](#), page 7). Faculty also select Graduate Program directors for the Clinical, General, and School Psychology areas in their masters and specialist graduate programs. The Graduate program directors' duties also include making recommendations for program changes to the Departmental Curriculum Committee (page 6).

School of Social Work

The directors of Undergraduate Studies and Graduate Studies are nominated by the director of the School of Social Work. These individuals are approved by a majority of the School's voting faculty and voting graduate faculty respectively. Both are charged to chair regular meetings of the School's faculty or graduate faculty to seek input on activities necessary to implement program and curriculum goals, including curriculum development and compliance with specialized accreditation standards ([Unit Code for the School of Social Work](#), pages 4-5).

School of Theater and Dance

An area coordinator from each of the three major academic areas (Acting-Directing, Dance, Design Production) is elected by voting faculty of each area. The duties of the area coordinators include "coordinating curriculum for each area in consultation with the area faculty" ([Code of Operations for the School of Theater and Dance](#), pages 3-4). The School has two curriculum committees, the Teacher Education Committee and the Curriculum Committee, which review and make curriculum recommendations.

College of Nursing

The associate dean for the Undergraduate Program provides administrative leadership, oversight, and coordination of the BS in Nursing (BSN) program. The associate dean for Graduate Programs provides administrative leadership, oversight, and coordination of the MS in Nursing and Doctor of Nursing Practitioner programs, as well as Post Graduate Certificates. Both positions are accountable to the Dean. The primary functions of these positions concern "management of planning, development, implementation, and evaluation" of the educational programs offered by the College ([Unit Code of Operations, College of Nursing](#), page 5).

College of Education

The College has six departments. Each department has a chair, and may have an associate or assistant chair. In departments where more than one program exists, the chair, after consultation with the faculty, may recommend program coordinators or directors to the dean. Each department, as well as the college, has a standing curriculum committee. In addition, the College has a Director of Teacher Education and a director of assessment and accreditation. Among other duties, the director of Teacher Education "coordinates preparation for and monitors compliance with the standards and guidelines set forth by the North Carolina Board of Education, the Department of Public Instruction, and National Council for Accreditation of Teacher Education, and other appropriate accrediting agencies" ([Revised Unit Code of Operations, College of Education](#), page 5). Responsibilities of the Director of Assessment and Accreditation include developing and leading a comprehensive assessment system centered on cultured evidence of student learning and outcomes in all academic programs (page 6).

Graduate Program Oversight and Coordination

The ECU [Faculty Manual Part II Section IV, Graduate School Organization](#), stipulates that "each Graduate Program and Graduate Certificate will have a designated Graduate Program Director or Coordinator (GPDC) who must be a Graduate or Associate Graduate Faculty member, approved by the unit chair and college dean and qualified to lead development and review of the program's curriculum" (page 7).

Qualifications for Graduate Faculty members include:

- The highest earned degree in the field.
- Demonstrated evidence of success in research/creative activity.
- Demonstrated evidence of successful graduate teaching.
- Demonstrated evidence of successful supervision of research or creative activity, if applicable.
- In some instances, extensive professional experience, high productivity, or successful competition for research/creative activity support may substitute for the highest degree (page 3).

Qualifications for Associate Graduate Faculty members include:

- Highest earned degree in the field.
- Demonstrated evidence of success or the potential for success in research/creative activity.
- Demonstrated evidence of successful graduate teaching or the potential of such success.

- Demonstrated evidence of successful supervision of research or creative activity or the potential of such success, if applicable.
- In some instances, extensive professional experience, high productivity, or successful competition for research/creative activity support may substitute for the highest degree (pages 4-5).

In some professionally oriented disciplines, a GPDC who manages the administrative responsibilities of a graduate program may be approved by the Graduate School without Associate or full Graduate Faculty status. In such cases, an Associate or full Graduate Faculty member must also be designated to provide academic oversight and lead curriculum development of the graduate program.

The GPDC, with assistance of the graduate faculty members of the unit, is responsible for the administration of the unit graduate program(s). As stated in the [GPDC Handbook](#), the general duties of the GPDC include, but are not limited to:

- Oversight and review of the unit program's graduate curriculum
- Overseeing recruitment and unit admissibility decisions in consultation with unit graduate faculty or graduate faculty committees, as may be specified by the unit code
- Administering the admission of applicants to the program and responding to routine requests for program information and applications
- Serving as liaison between the department, college, graduate school, and any other such agencies with which the graduate program comes into contact
- Scheduling and overseeing advising, qualifying examinations (written and oral, as appropriate), and conflict resolutions involving graduate students
- Scheduling and conducting graduate faculty and/or graduate committee meetings
- Responding to routine requests for program information and applications
- Maintaining files for each graduate student
- Assisting the unit chair and working with (graduate) faculty/ graduate committee in program review, program assessment, allocation of resources, curriculum development, student assessment, and graduate faculty rank/status
- Coordinating publication on the availability of graduate scholarships and the selection of awardees
- Reviewing and signing official forms required by the Graduate School
- Certifying final degree checks
- Attending the Graduate School's meetings of the Graduate Program Directors and Coordinators

Qualifications of Program Coordinators

Program coordinators at ECU generally hold the terminal degree in the field or in a related field of the educational program they are responsible for, regardless of delivery mode or site of instruction. The Graduate School further requires that a Graduate Program Director or Coordinator must hold the status of a Graduate or Associate Graduate Faculty as explained in the section above. Occasionally, program coordinators without a terminal degree in the field or in a related field are selected because of a combination of education, research and publications, related work experiences in the field, professional licensure and certifications, honors and awards, or other qualifications.

The “field” or “related fields” of an educational program is determined by departmental faculty and documented in Department Information Sheets as part of ECU’s faculty credentialing process. For example, the Department of Philosophy and Religious Studies offers a BA in Philosophy. According to its [Department Information Sheet](#), the field and related fields of this degree include Philosophy, Religion/Religious Studies, Bible/Biblical Studies, and Philosophy and Religious Studies (Other). The [Department of Construction Management](#) offers a BS and a master’s in Construction Management. The field of both degrees is Construction Management, and the related fields include Architectural Sciences and Technology, Architecture, Civil Engineering, Construction Engineering, Engineering Technology (General), and Housing and Human Environments.

A Departmental Information Sheet includes degrees offered by the department, qualifying terminal degree(s) (discipline name and the corresponding four-digit or six-digit CIP code) for each teaching discipline, related discipline(s) for each teaching discipline, and related disciplines for specific courses offered by the department. Departmental Information Sheets for the Division of [Academic Affairs](#) and the Division of [Health Sciences](#) are included in the Sources section at the end of the narrative. Some samples of Departmental Information Sheets are include below:

- [College of Arts and Sciences: Departmental Information Sheets](#)
- [Department of Nutrition Science Information Sheet](#)
- [Department of Microbiology and Immunology Information Sheet](#)

For some educational programs, an academic unit assigns responsibility for program coordination to more than one individual. These co-coordinators work as a team to develop and oversee curriculum and student learning. For example:

- The BS in Biochemistry's curriculum is comprised of half Biology and half Chemistry. Program coordination is shared between a faculty member with a qualifying degree in Biology and a faculty member with a qualifying degree in Chemistry.
- The BS in Engineering is a general degree with several concentrations: Biomedical Engineering, Bio-process Engineering, Electrical Engineering, Environmental Engineering, Industrial and Systems Engineering, and Mechanical Engineering. For each concentration the Department of Engineering assigns a qualified faculty member to oversee the curriculum.
- The BS in Nutrition has two concentrations: Didactic Dietetics and Nutrition with Science. Program coordination is shared between faculty members with qualifying degrees in these two areas.

Department Chairs or School Directors are responsible for validating credentials of faculty members for program coordination and teaching in the curriculum. As outlined in the [ECU Faculty Credentialing Guidelines](#), chairs and directors primarily use the standard [Classification of Instructional Programs codes](#) (CIP). Chairs and directors compare CIP codes assigned to courses, programs, and the degrees earned by the faculty. Other credentials used to supplement the CIP code match are:

- 18 graduate hours in teaching discipline or related discipline
- Equivalent alternate credentials
- 5 years of professional related work experience plus one of 6 categories
 - Bachelors or master’s in teaching or related discipline
 - Licenses and certifications in discipline

- Continuous documented excellence in the teaching discipline
- Honors and awards – state, national, or international
- Publications, Papers presented, visual and performing arts activities
- Other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes

Special Programs

ECU has four unique program areas that are either interdisciplinary or individualized in nature: Interdisciplinary Biological Sciences, International Studies, Multidisciplinary Studies, and University Studies. Interdisciplinary and multidisciplinary programs allow students to explore connections between traditional academic areas, and to pursue their emerging scholarly interests in the intersections between multiple disciplines and methodologies.

Program oversight of these programs is a team approach, with a program director or co-coordinator who oversees the administration of these programs, a program coordinator (or co-coordinator) who is responsible for a concentration area, and/or a committee of full-time faculty with expertise in the range of disciplines from across the institution that approve individual student study.

Biological Sciences

The Interdisciplinary Biological Sciences PhD brings together students and faculty from multiple disciplines to study a broad variety of interesting biological phenomena. The interdisciplinary program is 77-84 s.h., including 11-12 s.h. from the general and molecular/cellular core curricula, at least 48 s.h. from the research core and at least 18 s.h. from a specific concentration. The concentrations are biology, biomedical science and chemistry, to each a co-coordinator is assigned. Other appropriate graduate-level courses may be added by agreement of the research advisor, graduate program director, and the program advisory committee.

Advisory Committee Roster	
Faculty Member	Title and Program Area
Dr. Colin Burns	Associate Professor, Chemistry
Dr. Rich Franklin	Associate Professor, Microbiology and Immunology
Dr. Paul Gemperline	Dean, Graduate School
Dr. Anthony Kennedy	Associate Professor, Analytical Chemistry, Co-coordinator
Dr. Andrew Morehead	Department Chair & Associate Professor, Organic Chemistry
Dr. Xiaoping Pan	Associate Professor, Biochemistry & Environmental Toxicology, Co-coordinator
Dr. S. Russ Price	Associate Dean, Research and Graduate Studies, Brody School of Medicine

Dr. Cindy Putnam-Evans	Associate Dean for Research, College of Arts & Sciences and Professor, Biology
Dr. Heather Ries	Associate Professor, Mathematics
Dr. Kyle Summers	Associate Professor, Biology
Dr. Li Yang	Associate Professor, Biomedicine, Co-coordinator

International Studies

The interdisciplinary programs in International Studies provide students at all levels with the opportunity to become more familiar with the social, political, cultural, and economic issues of importance in our increasingly globalized society. International Studies courses are complemented by the availability of a wide range of supporting coursework in languages and world religions. Each of these programs is described below.

Multidisciplinary Studies Major with a concentration in International Studies

This 30 s.h. concentration within the Multidisciplinary Studies Major (see below) builds on the undergraduate minor in International Studies, adding the two multidisciplinary seminar (MULT 3500 and MULT 4999). The concentration in International Studies brings together courses from a range of disciplines focusing on social, cultural, economic and political areas of international importance in our increasingly globalized society. Majors are encouraged to study available modern language offerings and take advantage of study abroad opportunities.

Undergraduate Certificate in Global Understanding

The certificate helps students understand and appreciate the peoples, issues and ideas within the global community. Students can earn a certificate by taking courses with international content, studying a foreign language at the introductory level, and learning about people in other countries through both Internet contact and actual study in an international setting. The certificate requires 15 s.h. of credit including a 9 s.h. core consisting of ANTH 1050 - Global Understanding and two courses of the same foreign language; 6 s.h. of electives chosen from the list of International Studies Minor courses, or, other courses approved by the International Studies Executive Committee; and an approved academic study abroad program or internship of at least one summer session.

Students who complete the basic 15 semester hour requirement and who also complete 60 semester hours of co-curricular or service activities with an international focus will be awarded the *Certificate of Global Understanding with Distinction*. To complete the Certificate of Global Understanding with Distinction, students may choose two of the three following options: 30 semester hours of co-curricular or service activities with an international focus, an additional year of a foreign language, or a semester or more of study abroad, or internship in an international setting.

International Management Certificate

This certificate provides students with the foundational knowledge needed to work effectively with clients and colleagues from other cultures as well as the skills essential to managing international teams. The international management certificate is an interdisciplinary program coordinated by International Studies for the College of Business. The certificate requires one core course INTL 6510 (3 s.h.) and 9 s.h. of electives chosen

from a list comprised of business and international studies course offerings. Elective choices are approved by the program director.

International Teaching Certificate

The certificate is coordinated by International Studies for the College of Education. It requires 9 s.h. of credit as follows: HIST 5005, INTL 6930, and TCHR 6010.

MA in International Studies

The MA in International Studies program prepares students to interact more effectively with persons from other cultures, particularly in professional settings. Unlike other international studies programs, the MA in International Studies program at ECU focuses on the process and dynamics of international intercultural understanding. It is interdisciplinary and draws its strength from the cooperation of multiple departments in the Harriot College of Arts and Sciences and various professional schools and colleges throughout ECU.

The program has five major components: 1) The International Studies core: A core of four 3-s.h. courses (12 s.h.); 2) 12 s.h. in an academic, professional, or geographic concentration approved by the international studies director prior to taking; 3) International Field Experience: Second culture study, practical training, internship, research, and/or employment (6 s.h.); 4) a proficiency-based foreign language requirement; and 5) a thesis or a non-thesis option (6 s.h.).

International Studies Executive Committee Roster	
Faculty Member	Title and Program Area
Dr. Beth Bee	Associate Professor, Geography, Planning, and Environment
Dr. Seodial Deena	Professor, English
Dr. Marie Olson Lounsbery	Associate Professor, Political Science, Director of International Studies Undergraduate Programs
Dr. Jeff Popke	Professor, Geography, Planning and Environment
Dr. Sachiyo Shearman	Associate Professor, Communication
Dr. David Smith	Associate Professor, Foreign Languages and Literatures, Director of MA in International Studies
Dr. Lester Zeager	Professor, Economics

Multidisciplinary Studies

Multidisciplinary studies is a university-wide program administered by the Thomas Harriot College of Arts and Sciences. The goals of the program are to foster multidisciplinary study among various schools and departments, enable motivated students to pursue degrees in specialized or new fields, and encourage undergraduates to pursue research interests while working closely with faculty. The Program is designed for the student (1) who has clear interests and objectives that overlap schools, departments, degrees, or concentrations; (2)

whose interests and objectives cannot reasonably be met through existing majors, minors, and electives; and (3) whose program is not fashioned in order to bypass a requirement of an existing program. The Director of Multidisciplinary Studies meets with students to develop a course of study in consultation with faculty in the appropriate disciplines. The Multidisciplinary Studies Committee (MSC) is responsible for program and curriculum development. When structured curriculum beyond the generic multidisciplinary curriculum is proposed, the Multidisciplinary Studies Executive Committee must vote on adding courses to the curriculum. Members of the MSC are all full-time faculty.

Multidisciplinary Studies Committee Roster	
Faculty Member	Title and Program Area
Dr. William Downs	Dean, College of Arts & Sciences
Dr. Ron Graziani	Associate Professor, Art History, Co-coordinator
Dr. Derek Maher	Associate Dean, College of Arts & Sciences and Professor, Religious Studies
Dr. Calvin Mercer	Professor, Religious Studies
Dr. Kevin Moll	Assistant Professor, Music History
Dr. Mary Nyangweso	Associate Professor, Religious Studies, Co-coordinator
Dr. John Stevens	Associate Professor, Classics, Latin, Greek, Co-coordinator
Dr. Tuan Tran	Associate Professor, Psychology, Co-coordinator

University Studies

The BS in University Studies is a university-wide degree program designed for students who seek a course of study that is personally interesting and professionally relevant outside of the traditional majors path to successful degree completion. Students pursuing the degree are required to identify a career objective and design a specific degree plan of integrative coursework around a thematic core. The University Studies Faculty Oversight Committee (FOC) provides oversight of curriculum and is composed of faculty representatives from each of the colleges throughout the university. The committee provides final approval of each student's course of study and thematic core and serves as a resource to students. The Faculty Oversight Committee must approve the thematic core.

University Studies Faculty Oversight Committee	
Faculty Member	Title and Program Area
Dr. Stacy Altman	Associate Professor and Chair, Kinesiology
Dr. Eboni Baugh	Associate Professor, Human Development and Family Science
Dr. Lida Cope	Professor, English

Ms. Amy Frank	Instructor, Technology Systems
Dr. Carol Goodwillie	Associate Professor, Biology
Dr. Mark Hand	Chair, Department of Baccalaureate Education and Clinical Associate Professor, Nursing
Dr. Ray Hylock	Assistant Professor, Health Services and Information Management
Dr. Melinda Kane	Associate Professor, Sociology
Dr. Shirley Mai	Associate Professor, Marketing and Supply Chain Management
Dr. Robert Quinn	Associate Professor, Art Education
Dr. Amy Shannon	Program Director, University Studies
Dr. Stacy Weiss	Associate Professor, Special Education, Foundations and Research

Program Coordinator Roster

A [roster of program coordinators for 2018-19](#) has been assembled for review. The roster includes the program name and degree level, the name of the program coordinator(s), and the coordinator's highest degree earned. In some cases, a coordinator has a second degree that relates to the program they are responsible for. These credentials are also listed after the highest degree earned. The notes section of the roster contains a summary of additional coordinator information on licensures, certifications, related work experience, professional publications and research that relates to program responsibilities, when further explanation of the coordinator's credentials are deemed to be necessary. More in-depth information for these individuals are located in the supporting documents inside the "Additional Coordinator Information" folder for further review. When a program is delivered by multiple modes, the same program coordinator is responsible for curriculum oversight.

The [2018-19 roster](#) does not include the programs that were discontinued and had no enrollment in 2018-19: BSAP-Applied Physics, BSBE-Information Technologies, BS-Child Life, MAED-Business Education, MS-Recreational Therapy Administration, MS-Technology Systems, and PB -Health Care Management.

Conclusion

In summary, ECU assigns appropriate responsibility for program coordination, curriculum development, and review to qualified faculty members in each of its educational programs.

CR - 8.1

Student Achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. ECU uses multiple measures to document student success.

ECU is a constituent member of the University of North Carolina System (hereafter the UNC System or the System). The [mission of the UNC System](#) is "to discover, create, transmit, and apply knowledge to address the needs to individuals and society." ECU shares the overall mission of the UNC System and aspires "to be a national model for student success, public service and regional transformation." [ECU's mission](#) includes the following statements that are closely related to student success:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills, and values to succeed in a global, multicultural society; and
- Develops tomorrow's leaders to serve and inspire positive change.

Upon the arrival of President Margaret Spellings, a new system-wide strategic planning process was initiated. The final plan, [Higher Expectations 2017 - 2022](#), defines the goals, strategies, and metrics for the System. As part of the process, ECU updated its strategic plan to align with the newly established system goals in [Capture Your Horizon 2017 - 2022](#) and [signed a performance agreement](#) that is based on system-wide metrics.

ECU tracks student achievement in a variety of ways. The narrative below describes two sets of student success indicators:

- Institutional Metrics Aligned with the UNC System Strategic Plan: five-year graduation rates, rural and low-income completions, critical workforces, and degree efficiency. All metrics were defined by the UNC with goals negotiated between ECU and UNC.
- Programmatic Metrics: because some programs offered by ECU prepare students to take a licensure examination, it is important to track the pass rates. The targets for these metrics are determined by program faculty based on national benchmarks.

The primary method for ongoing documentation and publication of the goals (target level of performance) and outcomes (student achievement data) is the [ECU Student Achievement Metrics Dashboard](#) along with the [UNC System Dashboard](#).

Metrics Aligned with UNC System Strategic Plan

The UNC System Strategic Plan, Higher Expectations 2017 – 2022, identified shared goals in five areas: 1) Access; 2) Student Success; 3) Affordability and Efficiency; 4) Economic Impact and Community Engagement; and 5) Excellent and Diverse Institutions. Each of the constituent institutions were expected to contribute to the goals in specific ways that were consistent with their distinctive missions, priorities, and existing strategic plans.

The System strategic plan includes nine metrics which are: 1) low-income enrollments; 2) rural enrollments; 3) low-income completions; 4) five-year graduation rates; 5) research productivity; 6) rural completions; 7) critical workforces; 8) achievement gaps in undergraduate degree efficiency; and 9) undergraduate degree efficiency. Institutional goals, or an institution's contribution to the UNC's Strategic Plan, were negotiated between the institution and the UNC System.

Senior administrators in the UNC System, seniors administrators at ECU, and members of ECU's Strategic Planning Executive Group examined historical data and set a five-year goal for each of the nine metrics. In addition to the overall five-year goal for each metric, the System asks each institution to achieve 15% of the overall goal in year one of the plan, 35% in year two, 55% in year three, and 77.5% in year four, and 100% in year five. Five-year goals and annual goals are documented in the [Performance Agreement between ECU and the UNC System](#). Strategic plan metrics data are tracked and reported annually.

The metrics included in the table below are those specifically related to student achievement and undergraduate degree completion rates. They are published on both the [ECU](#) and [UNC System](#) websites. The direct links for the websites are as follows: ECU - <http://www.ecu.edu/cs-acad/ipar/Student-Achievement-dashboard.cfm>; UNC System - <http://northcarolina.edu/Strategic-Planning/East-Carolina-University>. The table below includes the metrics along with their definitions, ECU's goals and threshold of acceptability for each which is set at the baseline data level (i.e., 2015-16 data before the implementation of the UNC Strategic Plan). The threshold of acceptability is the minimum we would consider to be acceptable as an institution. Academic support initiatives are in place to support the work to meet or exceed these goals. A summary of these initiatives is provided after the table.

UNC System Metrics				
Metrics	Definition	Threshold of Acceptability	ECU Goal	Current Status
Access				
1) <i>Low-income Completions</i>	The UNC Strategic Plan defines low-income completions as the number of in-state undergraduates who both (1) received a baccalaureate degree in the current academic year and (2) received a federal Pell Grant within the last 5 years.	In 2015-16, ECU had 1,784 low-income graduates.	By 2021-22, ECU will produce 2,198 low-income graduates, an increase of 23.2% (414 additional low-income completions over a base of 1,784 in 2015-16).	In 2017-18, ECU awarded 1,924 degrees to low-income undergraduate students, an increase of 140 degrees over the benchmark established in 2015-16.
2) <i>Rural Completions</i>	The UNC Strategic Plan defines rural completions as the number of in-state undergraduates who both (1) received a baccalaureate degree in the current academic year and (2) resided within the last 5 years in a county that the North Carolina Department of Commerce defined (in 2016) as a Tier 1 or Tier 2 county.	In 2015-16, ECU had 2,210 rural graduates.	By 2021-22, ECU will produce 2,601 rural graduates, an increase of 17.7% (391 additional rural completions over a base of 2,210).	In 2017-18, ECU awarded 2,366 degrees to rural undergraduate students, which exceeded the goal by 97 students for that year.
Metrics	Definition	Threshold of Acceptability	ECU Goal	Current Status
Student Success				
3) <i>Five-Year Graduation Rate</i>	The UNC System's 5-year graduation rate uses the number of first-time, full-time, bachelor's degree-seeking undergraduates who received a baccalaureate degree from any accredited institution of higher education within 5 years as its numerator. The denominator is the number in the cohort for the fall in which the cohort began study at a UNC institution.	In 2015, ECU's 5-year graduation rate was 61.7%.	By 2022, ECU will improve its five-year graduation rate from any accredited institution to 70%. This is an improvement over a base of 61.3% for ECU's 2010 cohort.	In 2017, the five-year graduation rate had reached 68.2%, an increase of 6.5% over the baseline in 2015.
4) <i>Achievement Gaps in Undergraduate Degree Efficiency</i>	The UNC Strategic Plan measures undergraduate degree efficiency as an institution's number of undergraduate credentials awarded per 100 Full-Time Equivalent (FTE) undergraduates.	In 2015-16, male undergraduate degree efficiency was 19.6%.	By 2021-22, ECU will increase male students' undergraduate degree efficiency to 20.5%.	Compared to the baseline of 19.6% in 2015-16, the male students' undergraduate degree efficiency increased to 22.2% as of 2017-18 and surpassed the goal.
Metrics	Definition	Threshold of Acceptability	ECU Goal	Current Status
Economic Impact and Community Engagement				
5) <i>Critical Workforces</i>	The UNC System Strategic Plan counts as critical workforce credentials the number of credentials earned at a UNC System institution in the fields of health sciences, STEM, K-12 education, and other emerging regional workforce needs in a given academic year.	In 2015-16, the baseline of critical workforce credentials was 3,131.	By 2021-22, ECU will produce 3,517 critical workforce credentials, an increase of 12.3% (386 additional critical workforce credentials over a base of 3,131).	In 2017-18, ECU awarded 3,216 credentials, exceeding the goal of 3,189 for that year.

[Data visualizations](#) of the metrics data with baseline and annual goals were created and published by ECU and the UNC System. Further details are available in the [UNC Strategic Plan Technical Appendix](#).

Evaluation of Institutional Metrics

Efforts to meet or exceed the established goals have spanned across campus among many initiatives. ECU's Finish in Four Core Group has lead the effort in setting student achievement goals and metrics, monitoring institutional progress, and using data to improve existing strategies. Expanded data partnerships and analytics are key to this initiative, and have included the following steps: 1) identification of key metrics for the institution and for each institutional strategy; 2) development or refinement of business processes to systematically collect and share data; 3) utilization of data analytics provided by the office of Institutional Planning, Assessment and Research (IPAR); 4) interpretation of results and proposal of specific actions by academic and student support units to improve existing strategies; and 5) the implementation of a Finish in Four Core Group business process that included reviewing data and setting action plans annually; setting key priorities; and providing necessary resources and support. For example, in 2017 and 2018 the Finish in Four Core Group reviewed measures such as retention and graduation rates for First-Time

Full-Time students as well as for first-time students who were Pell-grant recipients and first-generation. An [interim report](#) to the UNC System Office was produced as a summary of ongoing initiatives.

In addition to cross-campus collaboration and teamwork, ECU has participated in UNC-wide student success initiatives such as PAR analytics and Partway Home Student Studies. Results and reports from these initiatives were also reviewed by the Finish in Four Core Group and used to improve student retention and graduation.

ECU Student Success Initiatives

Institutional initiatives help ECU to meet our mission, support the students we serve, and maintain quality educational programs. They also assist in meeting the student success metrics chosen by the UNC System and ECU, particularly in the case of at-risk students. The section below provides a few examples of such initiatives.

Pirate Academic Success Center (PASC)

ECU's primary undergraduate academic support services are the Pirate Academic Success Center (PASC), centralized tutoring and learning center, and the University Writing Center (UWC). Undergraduate usage of these academic support services remains high with 38% (8,834) of all ECU undergraduates (23,265) utilizing services in 2017-18. In the same academic year, 32% of ECU undergraduates used PASC services and 18% of all ECU undergraduates used UWC services.

A gender gap exists for males utilizing support services at a lower rate than females. With 75% of students using University Writing Center services identifying as female, females use the University Writing Center at a 45% higher rate than males. Similarly, females use the PASC at a 29% higher rate than males. Connecting students to academic support resources remains a challenge for collegiate support services. Traditional methods of communication including email and flyers are less effective in communicating with today's undergraduates. Many universities have begun implementing call centers to better educate undergraduates about services, particularly first-time students. As a new initiative, the Pirate Academic Success Center began a call center pilot with 800 students in Fall 2018.

PASC Learning Communities

The Pirate Academic Success Center identifies at-risk students using student profile analytics and in consultation with Admissions staff. PASC learning communities include students who are first generation, males, males of color receiving Pell grants, freshmen with low admission criteria, and students from specific high schools and community colleges within eastern North Carolina. In 2017, there were 91 first-time full-time student participants in the PASC learning communities. These students were divided into three primary learning communities: 1) Male Achievement Crew (MAC) consisting of all male, primarily Pell grant recipients, 2) Freshman Immersion Program (FIP) Scholars consisting of low admission criteria freshmen, and 3) Buccaneers, freshmen who request inclusion during summer orientation.

Championing the establishment of mattering and belonging, as well as leveraging high impact practices to better support the educational and social success of academically at-risk

freshmen, learning community (LC) participants build essential campus success and receive support prior to fall enrollment and throughout their first year. Embedded within the Pirate Academic Success Center, LC students participate in community building activities, establish positive peer relationships through peer academic mentoring, enroll in common coursework, engage frequently with professional staff in a meaningful way, receive priority tutoring services, study skills coaching, and employment opportunities.

The results of PASC year-long LCs are promising. Students in the 2017 PASC learning communities achieved higher retention rates, academic standing, and persistence rates in comparison with campus peers (which is 81%):

- MAC learning community students achieved a retention rate of 95%.
- FIP Scholars learning community students achieved a retention rate of 90%.
- Buccaneers learning community students achieved a retention rate of 90%.

Other Institutional Initiatives

Additional initiatives designed to improve student success and degree completion include:

- ECU's first-year college transition course (COAD 1000) was expanded in an effort to improve campus engagement and support major selection and career counseling of students;
- Starfish, an early alert system, was launched to facilitate communication between instructors and advisors;
- As part of a UNC System mandate, educational programs at ECU worked to reduce the credit hour requirement for baccalaureate degrees to 120 credit hours. The general education program was reviewed by the faculty in 2014. As a result, the total general educational requirement was reduced by two credits and a general education elective course was implemented to increase curriculum flexibility;
- Schedule Planner, a course planning tool that allows students to view a multitude of variations based on self-defined parameters, was implemented to support students taking 15 credit hours per semester. ECU compared the credit hours and time-to-degree of the students who used the Schedule Planner with those who did not and found that those who used it registered for 15 credits at a higher rate; and
- SALT Online Financial Program was purchased and utilized to increase financial literacy and understanding of debt by students.

Program Specific Metrics - Licensure Examination Pass Rates

For the purposes of this narrative, a committee comprised of faculty, staff, and administrators determined that in addition to the institutional student achievement metrics it was important to include programmatic level metrics. Licensure examination pass rates are monitored maintained by the appropriate units in the colleges. ECU publishes the [licensure examination data for specific academic programs](#) along with program benchmarks or national average pass rates in the ECU Student Achievement Metrics dashboard.

Pass rates on licensure examinations are a critical measure of student achievement. ECU's goal is to exceed the national average for licensure examinations if a license is required to practice a chosen field. As a minimum threshold of acceptability, programs strive to meet national benchmarks. When national benchmarks are not available, program faculty set

minimum thresholds for acceptability as well as program goals. In the case of teacher education programs the goals are set by the North Carolina General Assembly. Faculty track and evaluate student performance on licensure exams and take actions to improve rates if necessary. Programs in the following colleges are included in the dashboard: Brody School of Medicine, College of Allied Health Sciences, College of Health and Human Performance, College of Education, and College of Nursing. They are representative of the range of programs offered by ECU.

Below are a few examples from the colleges with licensure pass rates. Comprehensive lists of pass rates are included in the [dashboard](#).

Brody School of Medicine

For the medical students in the Brody School of Medicine faculty have determined the goal for licensure examination pass rates is to exceed the national rate on both the United States Medical Licensing Examination (USMLE) Step 1 and Step 2 examinations. These examinations include clinical knowledge and skills. The national average pass rate is the threshold for acceptability. The program currently performs above the national average.

College of Allied Health Sciences

For students from the Audiology and Communication Sciences and Disorders graduate programs, faculty review licensure examination pass rates from the previous year to set the program goal. Historically, the national pass rate has hovered around 80% (which is the program's threshold for acceptability). Faculty want to exceed the national benchmark and maintain their accreditation, so the program goal has been set at 90%.

College of Education

In the College of Education, traditional and alternative licensure rates are established by the state and both are tracked by program faculty and the ECU Office of Educator Preparation. At the state level, the policy ([TCED-013](#)) as of 1/4/18 states: "Undergraduate programs must maintain annually a passing rate of at least 70% on licensure exams aggregated at the EPP level." This is the threshold for acceptability. The current goal for ECU's Educator Preparation Program is that all candidates in all programs and all pathways leading to an Initial Teaching License must have all ECU tests passed before they can be recommended for licensure. This helps student be more prepared for the licensure exams. They may still graduate because graduation from ECU is a separate process from securing a license with the State of NC. The recent decline in ECU and state pass rates is reflective of testing requirements that have changed several times in the last two years.

College of Health and Human Performance

In the College of Health and Human Performance, Marriage and Family Therapy Master's, and Medical Family Therapy PhD program students take the Marriage and Family Therapy National Exam. According to the Association of Marital and Family Therapy/Regulatory Boards (AMFTRB), each year the passing score on the national exam is set by a group of experts. Each panel member estimates for each item on the test what percentage of minimally competent therapists would get the item correct. Their responses are examined and analyzed by psychometric experts and minor adjustments can be made by the Examination Advisory Committee. The anchor examination becomes the standard of knowledge to which all future forms of an examination are compared. Some forms of the examination will contain individual items that may differ in difficulty than items on other forms. To compensate for these variations, test forms are compared using a psychometric process called equating. This equating process accounts for the varying item difficulties and

adjusts the passing score up or down accordingly. As a result, the required standard of knowledge for passing the examination remains consistent from test form to test form. Therefore, there is not a standard or consistent score across exam administrations that represents a passing score. ECU faculty have set the program threshold at 80% with the goal of having all students pass the exam.

College of Nursing

For those concentrations and degrees programs that require it, the College of Nursing considers licensure and certification an expectation of all graduates. The North Carolina Board of Nursing provides approval to the College to deliver the BSN program and requires the licensure pass rate to be 90% of the national average (about 79% for 2017/2018), which is ECU's minimum threshold. The program goal is to have all students pass the exams. The concentrations of masters and doctoral programs that require the graduate to be certified are included in the dashboard. Those who are not required to be certified to work in their field of educational preparation are not listed for this reason.

School of Dental Medicine

The Joint Commission on National Dental Examinations develops and administers Part 1 and 2 of the National Board Dental Examinations (NBDE). The purpose of the NBDE Parts I and II is to assist state boards in determining qualifications of dentists who seek licensure to practice dentistry. The examinations assess the ability to understand important information from the biomedical and dental sciences, and the ability to apply such information in a problem-solving context. Since 2016, the national average for NBDE Part 1 has ranged from 89% - 96%, and for Part 2 between 90% and 92%. The program threshold is to meet the national average and the goal is to exceed the national average. At the program level licensure pass rates are monitored annually and compared with national benchmarks when the data is available.

As demonstrated in [the dashboard report](#), the majority of ECU pass rates meet or exceed the national benchmark. Some examinations provide sub-scale results which further inform programs about student learning. Many programs use pass rates in their annual assessment reporting process, examining the results closely and taking curricular or pedagogical actions to improve rates when necessary.

Key Student Completion Indicator: IPEDS Overall Graduation Rate (6-year)

As required by SACSCOC, ECU has identified the [IPEDS 6-year graduation rate](#) as the key student completion indicator and publishes the data in the Student Achievement Metrics Dashboard. ECU has an official list of [peer and aspirational peer institutions](#) that is used to compare 6-year graduation rates, among other student success metrics. ECU's 6-year graduation rate has consistently been above the peer median, and was in line with the national average of 60% for the 2010 incoming first-time full-time students who completed a bachelor's degree from a 4-year institution ([according to IPEDS](#)). For the 2010 first-time full-time student cohort, the median 6-year graduation rate of ECU's peers was 53.6%, with the minimum of 35.6%. Four universities, two of which are aspirational peers (SUNY-Buffalo and University of South Carolina-Columbia), had higher graduation rates than ECU. ECU's graduation rate has continued to increase to 61.4% for the 2011 cohort and 63.5% for the 2012 cohort. Due to the reporting schedule of IPEDS, 2011 and 2012 cohort

rates are not available for the peer institutions. The student success initiatives discussed above have contributed to the rising 6-year graduation rates at ECU.

Conclusion

In summary, ECU identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. ECU uses multiple measures to document student success: degree completions, 5-year and 6-year graduation rates, and licensure examination pass rates.

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Student Outcomes: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. student learning outcomes for each of its educational programs

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Faculty in each educational program identify expected outcomes, assess the extent to which each program achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results. All undergraduate, graduate, and certificate programs at East Carolina University (hereafter, ECU or the university or the institution) conduct systematic, ongoing assessment of student learning outcomes. The program level assessment plans consist of student learning outcomes, data collection methods or means of assessment and criteria for success. Annual assessment reports include curricular and pedagogical actions taken by faculty, results of direct and indirect means of assessment, and an analysis of the results. In compliance with this principle, these elements are used to inform action plans for the purpose of continuous improvement. [ECU's Institutional Assessment Process](#) outlines the annual assessment reporting and review cycles, describes the purpose and scope of the Institutional Assessment Advisory Council (IAAC) and University constituents, and summarizes the assessment leadership structure. ECU's annual assessment reporting and review process has continued since our last reaffirmation in 2013.

Institutional Assessment Process

Leadership

Assessment professionals within the office of Institutional Planning, Assessment and Research work collaboratively with administrators, deans, department chairs/school directors, faculty, and staff regularly to lead assessment efforts across ECU. IAAC, chaired by the Director of Institutional Assessment (IA), is a committee that meets [quarterly](#) to advise IA on matters relating to assessment. [Membership](#) consists of representatives from the University constituencies who participate in assessment, including leadership in the colleges/schools, specifically associate deans or directors of assessment. [Ad hoc working groups](#), composed of IAAC members and IA staff, were formed to address specific assessment areas such as: a) Assessment Review Process, b) NILOA Transparency Framework, c) Assessment of General Education, d) Support Unit Resources, and e) Best Practices/Professional Development Topics.

Leadership in colleges and departments have an important role in keeping assessment a priority within their unit and are encouraged to make discussions of assessment a standing agenda item at faculty meetings. It is vital that they communicate often with appropriate faculty and discuss the assessment plans and reports for each educational program. This

includes guiding faculty in adhering to university and internal review criteria and deadlines. Unit Assessment Coordinators (UACs), have been identified for every educational program and are responsible for: 1) coordinating the assessment efforts for each unit; 2) facilitating discussions about curricular and pedagogical changes in educational programs and quality improvements in all units; and 3) entering the information into the institutional tracking system, Nuventive Improve. UACs should be familiar with the curriculum sequencing and content.

Assessment Plans, Reports and Reviews

Institutionally an assessment process was initiated in academic year 2008-2009 and has been ongoing and systematic. The program level assessment plans consist of student learning outcomes, data collection methods or means of assessment and criteria for success. Educational programs defined student learning outcomes that described the knowledge, skills, or perceptions/attitudes students would demonstrate by the end of their educational or learning experience.

Annual assessment reports for educational programs are due in Nuventive Improve, by May 15 (for 9-month faculty) or June 15 (for 12-month faculty). Undergraduate and graduate degree programs report on at least three student-learning outcomes and certificate and stand-alone minor programs report on at least two outcomes. A complete assessment report includes:

- **Actions Taken in the Reporting Year:** a summary of the curricular and pedagogical actions faculty took to improve student learning that are related to the outcome;
- **Results:** a summary of the data collected from the Means of Assessment (MoA) and should be stated in terms of the Criterion for Success;
- **Analysis of Results:** a summary of the relationship between Actions Taken by faculty to improve student learning and the Results. It includes faculty's interpretation of the Results and the identification of an area for improvement or reinforcement; and
- **Actions Planned for Next Reporting Year:** curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the analysis.

To support annual assessment reporting IA provides [assessment resources](#) including documents, videos, individual and small group consultation, and workshops. Specific resource examples include [Assessment Plan](#) and [Report Guidelines](#), an [Assessment Reporting Discussion Guide](#), [Rubrics](#) and [Assessment Assist Sessions](#). In addition, the IPAR website links to leading assessment organizations, such as American Association of Colleges & Universities (AAC&U) and the National Institute for Learning Outcomes Assessment (NILOA).

To monitor the quality of assessment reports and provide units with feedback, an Assessment Review Committee (ARC) structure was established and approved by the Academic Council in March of 2013. Each college/school has an [ARC](#), which is chaired by a member of IAAC. One of the main duties of ARC members is to review and evaluate the quality of assessment reports using the approved university rubric. IA staff provides training to the ARC members for the review process. ARCs have the option to review a minimum of half of the assessment reports.

ARC reviews are completed by October 15th and feedback reports are forwarded to the [Unit Assessment Coordinator \(UAC\)](#) for each program, [department chairs](#), and [ARC Chairs](#). IA summarizes ARC review ratings and [results](#) are shared with IAAC. Units have until

December 15th to revise their reports in Nuventive Improve. To monitor the effectiveness of the ARC process, each spring IA documents the number of [programs that made revisions based upon ARC feedback](#). These results are also shared with IAAC. Final versions of assessment reports are archived by IA. Figure 1 demonstrates the continuous nature of the reporting and review cycle.



Figure 1

In collaboration with IAAC, IA leads institutional initiatives to improve the quality of assessment reports by working with programs to review and update assessment plans. Beginning in Fall 2015, IA worked with faculty in graduate and undergraduate educational programs to complete an [assessment workbook](#) to review, revise, or create student learning outcomes representing the essential knowledge, skills and attitudes that students are expected to attain. In addition, means of assessment and criterion for success were reviewed and updated as necessary. Regardless of delivery mode, faculty developed program level assessment plans and worked with IA staff to enter the information in Nuventive Improve. Specific [instructions](#) were provided and IA went to departmental meetings and held consultations to facilitate the completion of the workbooks. Upon completion of their [workbooks](#), program faculty report on at least three outcomes each year and assess each of their six to eight learning outcomes over the course of five-years. New and existing educational programs continue to utilize the workbook process to establish and improve assessment plans.

For some programs, the assessment workbook initiative resulted in major revisions to their assessment plans. Therefore, these programs are working through their first five-year cycle with new student learning outcomes. Programs have consistently reported on the minimum number of outcomes (i.e., three for educational programs and two for certificates) required by the institution annually. To demonstrate the ongoing nature of assessment, examples of archived annual reports prior to the workbook initiative are included as evidence ([2013-14](#) and [2014-15](#)). Samples of recent three years of annual reports are provided below for each college.

College-Level Assessment Processes and Evidence

In the following sections, college level assessment processes are described. Evidence of improvement initiatives from a sample of educational programs has been included after the college level assessment process descriptions.

Programs included in the sample were selected using a multi-step process. The [ECU Academic Program Inventory \(as of August 13, 2018\)](#) is the official list of educational programs offered at ECU. Closely aligned programs are assessed together such as BA/BS degrees or graduate degrees with graduate certificates. The goal was to include approximately 20% of programs in the sample at each degree (Bachelor's, Master's, Doctoral) and certificate (undergraduate and graduate) level within each college or school.

Programs with the following characteristics were excluded from the sample:

- New programs established in the last two years
- Programs in the process of being discontinued
- Programs with significant revisions to the assessment plan
- Existing programs with no students enrolled

Programs with the following characteristics were purposely selected to be in the sample:

- Programs that are "highly visible" such as Business Administration MBA, Medicine MD, Engineering BS
- Undergraduate programs in each college that had the highest average number of degrees conferred over three academic years (2014-15, 2015-16, and 2016-17)
- Programs where instruction is delivered off-site, such as the School Administration MSA. If there was more than one off-site program in a college, the larger program was included in the sample.

Programs were then randomly selected to fulfill the 20% minimum sample size at each degree level in each college. The sample was reviewed to confirm it contained both online and face-to-face programs.

For each program included in the sample there are links to a summary example of seeking improvement and the corresponding assessment reports generated from Nuventive Improve. In the summary examples, the following information has been included:

- Program name
- Delivery mode
- Outcome being summarized
- Program level example

The curricular and pedagogical actions taken by faculty in seeking improvement have been bolded.

ECU is a large institution with over 250 programs and all programs report on student learning outcomes annually. IA staff work closely with faculty to provide consultation and professional development to enhance the quality of assessment reporting and documentation.

Outcomes Assessment in the Division of Academic Affairs

College of Business

East Carolina University's College of Business (COB) provides an engaging learning environment to the leaders of today and tomorrow while expanding business knowledge and serving our communities. The foundation of our mission is the integration of four critical elements: Think, Value, Communicate, Lead.

Goals:

- Provide a quality, flexible business education distinguished by value and engagement.
- Build the leadership capability of faculty, staff, and students.
- Engage in public service, economic development, and professional education.
- Expand knowledge through academic, applied, and pedagogical scholarship and research.
- Attract and develop talented and engaged faculty, staff and students.
- Ensure the long-term viability and relevance of the College of Business (COB).

The College of Business includes 5 departments (Accounting, Finance, Management, Management Information Systems and Marketing and Supply Chain Management) and 2 schools (Hospitality Leadership and Miller School of Entrepreneurship). COB offers 20 programs: 6 undergraduate programs, 3 graduate programs (one is a nationally-recognized online MBA program), and 11 certificate programs.

Consistent with most AACSB-accredited programs, the BSBA degrees are built around a significant common core whereby all undergraduate students in each BSBA program complete the same 51 credit hour course requirement. Each of the five BSBA majors (Finance, Management, Management Accounting, Management Information Systems and Marketing) require an additional 18-24 discipline-specific credit hours for the major. This "common core" curriculum requires an approach to assessment wherein BSBA students in each of the five majors are evaluated on a common set of learning outcomes addressed in the core and tied to the college's current mission statement. Most of the programs employ six learning outcomes that are generally assessed in alternating years. Therefore, data are typically collected every other year in selected courses, with the in-between year reserved for curricular or pedagogical improvement actions in selected program courses. However, some graduate certificate programs have fewer than 6 outcomes and are assessed every year, with data collection occurring every year. Improvements are implemented during the year subsequent to the collection of data.

Assessment data are typically collected at the end of the spring semester, with results aggregated and analyzed before the end of the semester. As faculty are 9-month employees with contracts that do not extend into the summer, the analysis of results and planned improvement actions are decided at the beginning of the next academic year. Prior to the close of the spring semester, faculty are reminded about planned assessments and improvement actions for the upcoming academic year.

Until fall 2018, the COB held an assessment retreat at the start of the fall semester at a location off campus with the aim of "Closing the Loop" on results from the spring semester data collection. "Closing the Loop" is the phrase adopted for the COB continuous

improvement cycle in the Assurance of Learning (AOL) process and is based on the Deming Cycle, a continuous quality improvement model consisting of the following steps: Plan, Do, Study (Check) and Act. All COB faculty participated in this mandatory meeting and COB classes were cancelled on that day. Faculty were assigned to groups based on the learning outcomes involved and also based on their areas of expertise as well as AOL committee assignments. The groups reviewed the results for their respective areas/programs and developed curricular and/or pedagogical actions for program improvement that were generally implemented in the next academic year (however, some graduate certificate programs implement the actions immediately). As of fall 2018, the annual retreat was replaced by an assessment week in order to improve the quality of actions planned and subsequent follow-through.

In October, the COB conducts an audit of newly-recorded AOL information in the assessment management system, Nuventive Improve. This is done by the Assessment Review Committee (ARC), which consists of the department chairs and the chairs of all AOL-related committees. The ARC members are responsible for reviewing programs outside of their respective areas. This audit ensures quality of the AOL process. In the meantime, data for the outcomes on the assessment schedule for that year are collected in the fall and spring semesters for final reporting at the end of Spring semester. Thus, the AOL cycle is continuous.

A director of assessment was employed to work with faculty to document assessment activities and analyze assessment data, determine the resulting implications, plan and implement changes based on data, and ultimately close the loop on learning outcomes. In the fall of 2016 this position was elevated to Associate Dean for Academic Quality to improve visibility and influence for assessment.

The curricular and pedagogical actions taken by faculty in seeking improvement are described in further detail in the attached summaries and assessment reports. Based on the inclusion and exclusion criteria described above, 14 programs (7 Bachelor's, 2 Master's, 5 graduate certificates) were eligible to be included in the sample.

- Management (BSBA) [Example](#) and [Report](#)
- Business Administration (MBA) [Example](#) and [Report](#)
- Management Information Systems (Graduate Certificate) [Example](#) and [Report](#)

College of Education

ECU began in 1907 as a school for training public-school teachers. Currently, the College of Education (COE) continues to fulfill this original mission. The college produces more public school teachers than any other teacher education program in North Carolina. Seven departments in COE offer 39 degree programs: 8 undergraduate, 18 graduate and 13 certificate programs. The college implements best practices in assessment through activities unique to the program and through activities it leads on behalf of the Educator Preparation Provider (EPP) unit at ECU. The EPP is the accreditation unit at ECU for the Council for the Accreditation of Educator Preparation. Programs in the EPP prepare candidates to work in PK-12 learning environments. On behalf of the EPP, COE drives the following assessment focused activities:

- *Council for Educator Preparation Focus on Assessment*
The Council's monthly meeting agendas as well as updates from the College's Office of Assessment, Data Management and Digital Learning (OADD) document a regular and systematic focus on data use at all levels of EPP unit. Data and information

sharing is essential in supporting the needs of the EPP and correlates with program approval of various accrediting agencies.

- *Department Focus on Assessment*
All EPP programs have been encouraged to add assessment review to monthly faculty meetings, with more intensive reviews during key reporting periods such as near the University's reporting deadlines. Each department program in the EPP has an assessment committee that also focuses on data-driven program improvement. The OADD provides data reports to programs regularly and the end of each semester and upon request.
- *edTPA Data Summit*
The edTPA Data Summit unites faculty across the EPP, surrounding the common language and architecture of edTPA. This builds assessment literacy and solidifies an inquiry stance toward edTPA data. The edTPA Data Summit is now an annual event, which EPP faculty anticipate for collaborative analysis of unit level data and unit level decision-making.
- *Faculty Research Presentations and Publications*
Faculty research initiatives depend on reliable data as captured in and reported from the college's integrated assessment system. As a result, the assessment system plays an integral role in faculty work and unit operations. The OADD prepares routine data summaries and ad hoc reports for use by faculty for program improvement and research. Faculty request ad hoc reports via the college's online help desk system. Requests are vetted and completed by the unit's data manager.
- *COE Unit Assessment Coordinators and Assessment Review Committee*
In accordance with the institution's assessment reporting and review process, a Unit Assessment Coordinator (UAC) is identified for each program. Working with program faculty, the UAC is responsible for reporting on student learning outcomes at the end of each academic year. Prior to the reporting period, the director of the OADD consults with department chairs and UACs to assure that all parties are aware of the reporting requirements and procedures. OADD offers to review annual reports upon request prior to the May 15 due date. At the beginning of the following academic year, members of the college's ARC review and evaluate the quality of the assessment reports using the university-approved rubric. Subsequently, the director of OADD works with UACs to update/improve their reports based on feedback from the ARC. UACs have until December 15th to make changes to their reports, at which point the final versions are archived by Institutional Assessment.

The curricular and pedagogical actions taken by faculty in seeking improvement are described in further detail in the attached summaries and assessment reports. Based on the inclusion and exclusion criteria described above, 30 programs (7 Bachelor's, 12 Master's, 2 Doctoral, 9 graduate certificates) were eligible to be included in the sample.

- Elementary Education (BS) [Example](#) and [Report](#)
- Adult Education (MAEd) [Example](#) and [Report](#)
- School Administration (MSA) [Example](#) and [Report](#)
- Educational Leadership (EdD) [Example](#) and [Report](#)
- Computer-based Instruction (Graduate Certificate) [Example](#) and [Report](#)
- Special Endorsement in Computer Education (Graduate Certificate) [Example](#) and [Report](#)

College of Engineering and Technology

The mission of the College of Engineering and Technology (CET) is to provide high

quality instruction, research, outreach and engagement programs that enable the students to achieve their career goals and that promote a strong, sustainable future for the region. The college offers 10 undergraduate programs, 9 graduate programs, and 6 certificates in 4 departments: Computer Science, Construction Management, Technology Systems, and Engineering.

In CET, each program has a designated program assessment coordinator responsible for engaging faculty and department chairs in implementing student learning assessment and entering assessment information into Nuventive Improve. Input from department chairs and faculty focuses on strategies for improving student learning and implementing changes to ensure that effective student learning is taking place and is being assessed.

The college's ARC serves as the primary committee that supports authentic and meaningful assessment. The committee consists of the associate dean for Academic Affairs in the college and one or two faculty members from each department. Each fall, a training session is held for committee members and each member is assigned two or three assessment reports to review from programs external to their home department. The committee meets with program assessment coordinators once each semester to discuss expectations and address questions. The college relies on these members to complete their review, provide the results to the program assessment coordinators, answer any questions that may arise from their meetings, ensure changes are effectively implemented, and ensure that all processes are accurately followed. Following the official review, committee members remain engaged by providing advice on addressing concerns noted in the feedback provided to the program by the reviewer.

The curricular and pedagogical actions taken by faculty in seeking improvement are described in further detail in the attached summaries and assessment reports. Based on the inclusion and exclusion criteria described above, 15 programs (8 Bachelor's, 7 Master's) were eligible to be included in the sample.

- Engineering (BS) [Example](#) and [Report](#)
- Industrial Distribution and Logistics (BS) [Example](#) and [Report](#)
- Construction Management (MCM)/Residential Construction Management (Graduate Certificate) [Example](#) and [Report](#)

College of Fine Arts and Communication

The College of Fine Arts and Communication (CFAC) seeks to develop the creative and intellectual potential of students and faculty by providing an atmosphere that encourages learning, creative thinking, artistic excellence, and ethical behavior. The college is comprised of four schools: the School of Art and Design, the School of Music, the School of Theatre and Dance, and the School of Communication. CFAC offers 9 undergraduate degrees, 5 graduate degrees, and 3 certificate programs.

The college's assessment activities are coordinated by a unit assessment coordinator from each school, as well as the assistant dean of the college. Additionally, the unit assessment coordinators communicate assessment results to their respective school director and assist faculty in developing valid and reliable means of assessment, analyzing assessment data to identify areas for program improvement, and implementing action plans.

Assessment of student learning in CFAC is a priority. After assessment reports for the educational programs are entered into Nuventive Improve, they are reviewed using the

University's assessment review rubric. The college's ARC is made up of the dean, associate deans, assistant dean, and a member of the Office of Institutional Assessment. Faculty address the feedback from the review by making any necessary changes to their assessment reports.

The curricular and pedagogical actions taken by faculty in seeking improvement are described in further detail in the attached summaries and assessment reports. Based on the inclusion and exclusion criteria described above, 13 programs (8 Bachelor's, 5 Master's) were eligible to be included in the sample.

- Communication (BS) [Example](#) and [Report](#)
- Dance (BFA) [Example](#) and [Report](#)
- Art (MFA) [Example](#) and [Report](#)
- Communication (MA)/Health Communication (Graduate Certificate) [Example](#) and [Report](#)

College of Health and Human Performance

The mission of the College of Health and Human Performance (CHHP) is to improve health, well-being, and quality of life. As a result of campus reorganization in June 2015, the CHHP now includes departments (Health Education and Promotion, Human Development and Family Science, Interior Design and Merchandising, Kinesiology, and Recreation and Leisure Studies), the School of Social Work, and two Military Programs (Air Force and Army). This larger College offers 17 undergraduate degrees, 3 'stand-alone' minor degrees, 13 graduate degrees, and 6 certificate programs.

The college's ARC facilitates educational and support program reporting and analysis of assessment results and use of that information to improve programs. An associate dean serves as chair of the ARC, and the department chair/school director appoints committee members based on the number of programs within the unit. With the increased number of educational programs and support units to report in the larger college, the ARC increased to over twenty members. Based upon the number of units being reviewed, the number of ARC members fluctuates slightly from year to year but always includes faculty, department chairs, and associate deans.

Each fall, every ARC member attends a training session, which includes an overview of the process and constructive feedback techniques. The ARC chair assigns each member assessment reports to review from programs external to their home unit. Reviews of educational programs are typically conducted individually by the ARC member, but collaboration among committee members is encouraged. Following the official review, ARC members remain engaged by providing advice on correcting concerns noted in the review and mentoring unit assessment coordinators within their home department.

Each year the department chair/school director facilitates and monitors progress on assessment reporting through a variety of methods such as meeting individually with program directors/unit assessment coordinators, referring the program director/unit assessment coordinators to the ARC chair or institutional assessment representative for specific assistance, including unit assessment coordinator report discussion as a department faculty meeting agenda item, and inviting the institutional assessment representative to faculty meetings. The chair of the ARC works with the department chair or school director to support the unit assessment coordinators throughout the assessment process by providing reminders of deadlines and expectations, encouraging participation in campus assessment workshops, completing pre-reviews of assessment reports prior to the official

review deadline, and meeting one-on-one to discuss development and questions.

The curricular and pedagogical actions taken by faculty in seeking improvement are described in further detail in the attached summaries and assessment reports. Based on the inclusion and exclusion criteria described above, 31 programs (14 Bachelor's, 9 Master's, 2 Doctoral, 6 graduate certificates) were eligible to be included in the sample.

- Family and Consumer Sciences Education (BS) [Example](#) and [Report](#)
- Interior Design (BS) [Example](#) and [Report](#)
- Public Health (BS) [Example](#) and [Report](#)
- Birth through Kindergarten Education (MAEd) [Example](#) and [Report](#)
- Marriage and Family Therapy (MS) [Example](#) and [Report](#)
- Medical Family Therapy (PhD) [Example](#) and [Report](#)
- Social Work (MSW) [Example](#) and [Report](#)
- Substance Abuse (Graduate Certificate) [Example](#) and [Report](#)

Thomas Harriot College of Arts and Sciences

The Thomas Harriot College of Arts and Sciences (THCAS) is dedicated to helping achieve the broader institutional goals of maximizing student success, public service, and regional transformation. To these ends, THCAS will:

- embrace its longstanding role as the liberal arts college of East Carolina University;
- prepare students for success in their degree programs, in their professional pursuits, and in their roles as citizens in an increasingly global society;
- promote core values that include lifelong learning, scholarship and research, leadership, and service;
- push forward the frontiers of knowledge through mission-driven research and creative discovery;
- seek new entrepreneurial partnerships that foster programs of genuine distinction;
- recruit, support, and work to retain a diverse and talented faculty; and
- serve as ECU's indispensable catalyst for enhancing student access, diversity, and excellence.

THCAS is the largest college at ECU, is home to 16 departments, offers 35 undergraduate programs, 23 graduate programs and 23 certificate programs, and hosts some of the academy's most influential disciplines and interdisciplinary programs in the humanities, social sciences, natural sciences, and mathematics. As such, it provides much of the general education curriculum for all of ECU's more than 23,000 undergraduates. The charge is to ensure that instruction in this curriculum is both effective and inspirational, thereby meeting the needs of all university constituents as well as those of society. Degree programs in Arts and Sciences—at undergraduate and graduate levels—produce North Carolina's next generation of scientists, public leaders, educators, economists, authors, historians, and more. ECU is the region's university, and as such, programs are designed to contribute to the economic, social, and cultural life of eastern North Carolina. The signature Voyages of Discovery lecture series is the region's premier intellectual event, bringing notable scientists, scholars, thinkers, and practitioners to campus each year.

Assessment is led by two associate deans who contribute to the assessment efforts at the college, implement the assessment review process and provide support for the departments on assessment. These associate deans represent the college on the Institutional Assessment Advisory Council (IAAC). Other members of the assessment team include department chairs

and program directors. Chairs have become an instrumental part of the assessment process enhancing the stability and rigor of the process. The assessment team communicates with the different programs regularly about updates in assessment, deadlines, and procedures. This communication is done during the bi-weekly meetings of the leadership council at the college with the department chairs.

Assessment at the college is divided into two steps: 1) data gathering, analysis, and reporting during the spring semester; and 2) review process during the following fall semester. The review process is done by the ARC. Its members are five associate deans, three department chairs (on a rotating basis), and one ad hoc representative from institutional assessment. The committee members are trained every fall prior to the review process in the critique of strengths and weaknesses in assessment reports to achieve a high inter-rater reliability. ARC members complete detailed reviews of their assigned program reports using the university rubric. The reviews are then provided to the programs. When needed, programs meet with the assessment team or with Institutional Assessment to implement the required changes derived from the report.

The curricular and pedagogical actions taken by faculty in seeking improvement are described in further detail in the attached summaries and assessment reports. Based on the inclusion and exclusion criteria described above, 56 programs (21 Bachelor's, 19 Master's, 3 Doctoral, 5 undergraduate certificates, 8 graduate certificates) were eligible to be included in the sample.

- Chemistry (BA/BS) [Example](#) and [Report](#)
- Foreign Languages and Literatures (BA) [Example](#) and [Report](#)
- Geology (BS) [Example](#) and [Report](#)
- Psychology (BA) [Example](#) and [Report](#)
- Business and Technical Communication (Undergraduate Certificate) [Example](#) and [Report](#)
- English (MA) [Example](#) and [Report](#)
- Public Administration (MPA) [Example](#) and [Report](#)
- Security Studies (MS/Graduate Certificate) [Example](#) and [Report](#)
- Sociology (MA) [Example](#) and [Report](#)
- Geographic Information Science and Technology (Graduate Certificate) [Example](#) and [Report](#)
- Statistics (Graduate Certificate/Minor) [Example](#) and [Report](#)
- Rhetoric, Writing, and Professional Communication (PhD) [Example](#) and [Report](#)

Outcomes Assessment in the Division of Health Sciences

Brody School of Medicine

The Brody School of Medicine (BSOM) was founded in 1974 and established a three-fold mission that continues to serve as a guiding framework for overall educational efforts:

- To increase the supply of primary care physicians to serve the state
- To improve the health status of citizens in eastern North Carolina
- To enhance the access of minority and disadvantaged students to a medical education

BSOM offers a Doctor of Medicine (MD) degree to which 82 students from North Carolina are admitted annually. The school offers five other graduate programs and three certificates. The PhD in Biomedical Sciences enrolled its first class in fall of 2017. The DrPH in Public Health will enroll its first class in fall of 2018.

BSOM assigns the associate dean for Medical Education to serve as the faculty academic lead for the Liaison Committee for Medical Education (LCME). Beginning in 2016-17, BSOM decided to revise the institutional learning objectives (ILOs) for Medical Education. BSOM faculty periodically updates the ILOs based upon best practices. These objectives reflect the educational processes that faculty utilize in assessing the achievement of student learning outcomes.

The assistant dean of graduate studies serves as the liaison for the graduate programs and works with faculty to evaluate and revise student learning outcomes, curricula and assessment strategies according to the formal review process.

The following review process is used in BSOM to ensure that all programs conduct meaningful assessment and that the results are analyzed and used to improve student learning and academic programs. Faculty are asked to serve on the school's ARC based on experience as graduate program directors and/or knowledge of the assessment process. Members are assigned programs to review outside of their discipline. The assistant dean of Graduate Studies chairs the group and meets with the members to address questions and concerns. Assessment is also discussed extensively in the Graduate Studies Committee whose membership consists largely of the Program and Concentration Directors.

All reviews of educational programs are conducted individually. ARC members discuss findings with the program assessment coordinators who are responsible for preparing reports and entering them in Nuventive Improve. Reviewers provide guidance to ensure follow-through with recommendations to improve programs. Individual programs and their faculty are responsible for determining and modifying the student learning outcomes following discussion within the Graduate Studies Committee.

The curricular and pedagogical actions taken by faculty in seeking improvement are described in further detail in the attached summaries and assessment reports. Based on the inclusion and exclusion criteria described above, 5 programs (2 Master's, 2 Doctoral, 1 graduate certificate) were eligible to be included in the sample.

- Medicine (MD) [Example](#) and [Report](#)
- Master of Public Health (MPH) [Example](#) and [Report](#)
- Interdisciplinary Biological Sciences (PhD) [Example](#) and [Report](#)
- Ethnic and Rural Health Disparities (Graduate Certificate) [Example](#) and [Report](#)

College of Allied Health Sciences

The mission of the College of Allied Health Sciences is as follows:

- To improve the quality of health through leadership, excellence, and innovation in the delivery of progressive baccalaureate, master's, doctoral, and continuing education programs, providing professional and clinical services and conducting basic, clinical and applied research.

The College of Allied Health Sciences (CAHS) is comprised of 9 departments and produces the highest number of allied health professionals in the state of North Carolina. The college offers 6 undergraduate degrees, 11 graduate degrees, and 8 certificate programs in the Departments of Addiction & Rehabilitation Studies, Biostatistics, Clinical Laboratory Science, Communication Sciences & Disorders, Health Services & Information Management, Nutrition

with Science, Occupational Therapy, Physical Therapy, and Physician Assistant Studies.

Most departments in the college have assessment processes that directly tie to their national accreditation and licensure exams. Once the results of these exams are available, faculty meet, identify, and discuss student strengths and weaknesses as measured by sub-scales or in specific cognitive areas on the exams. The analysis of results is then used to modify the program curriculum for the coming year. Faculty will conduct further assessment in one or more specific courses over the year, evaluating student performance and making adjustments in content and delivery, as appropriate.

Up until the 2016-17 academic year, faculty members were selected to serve on the college's ARC based on their knowledge of the assessment process. The associate dean for assessment in the college chaired the group, and ARC members were assigned to review several programs outside of their own discipline and provided feedback. In the college, departmental chairs and program directors followed through with implementing the feedback and ensuring that the reports demonstrate how faculty members have used assessment results to make program improvements. In addition, during monthly departmental meetings, faculty members were encouraged to share on what may or may not be going well for students in their courses and what they plan to change to improve student learning in the program.

A new dean came to the college in August 2016, but during the 2016-17 academic year, the associate dean for assessment position was vacant. Therefore, institutional assessment staff members reviewed the annual reports and provided feedback. In January 2018, a new associate dean for academic affairs came to the college and will help oversee assessment efforts, including serving as chair of the college's Fall 2018 ARC. As before, the ARC members will be assigned to review several programs outside of their own discipline and provide feedback.

The curricular and pedagogical actions taken by faculty in seeking improvement are described in further detail in the attached summaries and assessment reports. Based on the inclusion and exclusion criteria described above, 19 programs (5 Bachelor's, 7 Master's, 4 Doctoral, 3 graduate certificates) were eligible to be included in the sample.

- Health Services Management (BS) [Example](#) and [Report](#)
- Nutrition (MS) [Example](#) and [Report](#)
- Health Care Administration (Graduate Certificate) [Example](#) and [Report](#)
- Physical Therapy (DPT) [Example](#) and [Report](#)

College of Nursing

The mission of the College of Nursing is to serve as a national model for transforming the health of rural underserved regions through excellence and innovation in nursing education, leadership, research, scholarship and practice. The College offers 1 undergraduate program, 3 graduate programs, and 6 graduate certificate programs. The college has an organizational structure with 3 departments: Department of Baccalaureate Education, Department of Advanced Practice and Education and the Department of Nursing Science.

The following review process is used in the college to document that all programs conduct meaningful assessment and that results are analyzed and used to improve academic programs. The college showed commitment to formal assessment processes through creation of a standing Unit Assessment and Evaluation Committee (UAEC). The college's ARC is a sub-committee of the UAEC. Reviewers are paired to review the

educational programs in the College. The ARC pairs provide review, feedback and support to the programs. Additionally, the College assigns a member of the faculty to serve as the Unit Assessment Coordinator (UAC) for the BSN, MSN, DNP and PhD degree programs. The UACs work with the faculty from their program to evaluate and revise curricula and/or assessment strategies according to the formal review process.

Beginning in 2015-16, the college decided to revise all student learning outcomes to reflect the *Essentials of Baccalaureate, Master's and Doctoral Education in Nursing* (the "Essentials") as prescribed by the American Association of Colleges of Nursing, host organization of the main accreditation body for the college (Commission on Collegiate Nursing Education). These outcomes are more reflective of educational processes that faculty utilize in assessing the achievement of student learning outcomes.

Student learning outcomes are evaluated annually and are congruent with University and College strategic directions. To improve communication between faculty and the ARC/UAC members, the four-column assessment reports generated from the Nuventive Improve system for each academic and support unit are posted on the CON SharePoint site.

The curricular and pedagogical actions taken by faculty in seeking improvement are described in further detail in the attached summaries and assessment reports. Based on the inclusion and exclusion criteria described above, 4 programs (1 Bachelor's, 1 Master's, 2 Doctoral) were eligible to be included in the sample.

- Nursing (BSN) [Example](#) and [Report](#)
- Nursing (MSN) [Example](#) and [Report](#)
- Nursing Practice (DNP) [Example](#) and [Report](#)

School of Dental Medicine

The mission of the East Carolina University School of Dental Medicine (SoDM) is to:

- Prepare leaders with outstanding clinical skills, an ethical bearing, sound judgment, and a passion to serve.
- Provide educational opportunities for academically qualified individuals from historically underrepresented groups, disadvantaged backgrounds, and underserved areas. [L] [SEP]
- Provide and enhance oral health services for underserved North Carolinians through implementation of community-oriented service learning and interprofessional collaborations.
- Foster a learning environment where collaborations, creativity, diversity and professionalism are embraced. Influence future clinical practice and dental education through research, innovation and discovery. [L] [T] [SEP]

The SoDM offers 1 pre-doctoral degree program, Doctor of Medicine in Dentistry (DMD). SoDM consists of 4 departments including General Dentistry, Surgical Sciences, Foundational Sciences, and Pediatric Dentistry and Orthodontics and Dentofacial Orthopedics.

Assessment Review Committee Process:

The assistant dean for dental education and informatics, who is the chair of the SoDM curriculum committee, works with the school's Unit Assessment Coordinators to complete the annual assessment report for the Doctor of Dental Medicine (DMD) educational degree

program. Each year, an ARC, made up of SoDM faculty and staff reviews the assessment report and provides feedback for consideration for program improvement. Because the SoDM also operates under discipline-specific accreditation requirements, the assessment report is designed with this in mind and addresses both SACS-COC and Commission of Dental Accreditation (CODA) standards.

The curricular and pedagogical actions taken by faculty in seeking improvement are described in further detail in the attached summary and assessment report.

- Doctor of Dental Medicine (DMD) [Example and Report](#)

Conclusion

In summary, ECU has identified student learning outcomes for all educational programs, assesses the extent to which each program achieves the outcomes, and provides evidence of seeking improvement based on analysis of results, therefore is in compliance with standard 8.2.a.

CR - 9.1

Program Content

Educational programs (a) embody a coherent course study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) offers educational programs that (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education. Degree programs are offered at the baccalaureate, master's, research doctoral, and professional practice doctoral levels as listed in [ECU's Academic Program Inventory](#) and as authorized by the University of North Carolina (UNC) system, ECU's degree-granting authority. Academic certificate programs, largely derived from academic degree programs, are also offered at the undergraduate and graduate levels. All programs, regardless of delivery mode, are consistent with the institution's [mission statement](#). Moreover, as part of the UNC System, ECU links to the [UNC mission statement](#), which will be discussed later in this narrative. The university's [undergraduate](#) and [graduate](#) catalogs provide comprehensive information about programs and courses offered. A list of all degree programs is also provided on the [Institutional Summary Form Prepared for Commission Reviews](#).

Embodying a Coherent Course of Study Appropriate to Higher Education

At the undergraduate level, ECU offers Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Science (BS), Bachelor of Science in Business Administration (BSBA), Bachelor of Science in Nursing (BSN) and Bachelor of Social Work (BSW) degrees. All degrees require at least 120 semester credit hours of study. Degree programs have core and elective courses within their discipline of study and 40 hours of general education requirements. Courses progress in depth and breadth as course-level numbers rise from the 1000-level to the 4000-level. Some courses require prerequisites to ensure a foundation of knowledge before progressing to more advanced topics. Additionally, many programs, especially in engineering and the health sciences, progress through lock-step coursework to provide increasing levels of knowledge. Some degree programs require students to choose from one of several concentrations in a specialized area within the program. Some degree programs require courses outside the major discipline as part of the program. All Bachelor of Arts degrees require 12 credit hours of foreign language study and at least 18 credit hours of a minor in a different area of study. All undergraduate degrees require 12 credit hours of writing-intensive courses and 6 credit hours of diversity courses. Some undergraduate degrees have a pathway of progressive coursework leading up to senior capstone courses that require students to synthesize knowledge in the discipline.

Graduate degrees at ECU are comprised of at least 30 semester credit hours of study at both the master's and doctoral levels. Typical graduate programs have a core of required courses and elective courses. Some master's degree programs require a thesis, internship,

or practicum. All PhD programs require a dissertation. Professional practice doctoral programs (i.e., Audiology, Physical Therapy, Medicine, Dental Medicine, and Nursing Practice) require clinical experience and clinical application of research. Courses numbered at the 5000-7001 levels are master-level courses. Undergraduate students may be admitted to 5000-level courses "if they have completed the stated prerequisite(s) or with the written permission of the instructor, chairperson of the department, director of the school, or dean of the college in which the course is offered" (East Carolina University 2018-2019 Graduate Catalog, [Significance of Course Numbers](#)). Courses numbered at the 7002 through 9001 levels are doctoral courses; however, some doctoral programs allow students to take a limited number of 6000-level courses. Qualified master's students may enroll in 7002 and above courses with appropriate written permission.

Certificate programs require a minimum of 9 semester credit hours; however, most range from 12-18 hours. This applies to both undergraduate and graduate certificates.

Examples of degree programs: the BSBA in Finance, BS in Chemistry, BA in Philosophy, MS in Criminal Justice, MS in Health Informatics and Information Management, MA in Communication, PhD in Interdisciplinary Biological Sciences, and PhD in Medical Family Therapy. **Examples of undergraduate certificates:** Cultural Resources Management, Global Cross-Cultural Competency, and Professional Selling. **Examples of graduate certificates:** Behavior Specialist, Public Management and Leadership, and Student Affairs in Higher Education. ECU has no unusual degree types in its inventory.

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" (The Principles of Accreditation: Foundations for Quality Enhancement, Section 10.4, page 23, December 2017). Program faculty initiate, prepare, and present proposals for new programs, and changes to existing programs, through ECU's curriculum approval process on an ongoing basis throughout each academic year. These proposals address the coherence and sequencing of curriculum, regardless of delivery mode, as noted in the examples in the next section.

Approval of Academic Content

Course and program proposals follow an approval process inclusive of all relevant ECU campus bodies and voting faculty as stated in the [ECU Faculty Manual, Part VI, Section VII](#). The following narrative describes program level approvals and the bodies who approve them.

ECU has instituted a practice of [curriculum mapping](#) for new degree programs at all levels to ensure coherent plans of study. These maps link learning outcomes created by faculty, and at times required by program accreditors, with topics covered in individual courses or areas of focus. Careful review at the planning stages as outlined above ensure coherence in sequencing, appropriate depth and breadth, and appropriate linkage between and among program components.

As required by the UNC system, East Carolina University uses the U.S. Department of Education [Classification of Instructional Programs \(CIP\)](#) taxonomy for its degree programs, further ensuring that ECU's degree programs embody a coherent course of study in fields appropriate to higher education. This national classification system "provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity" (National Center for Education Statistics, Integrated Post-Secondary

Education Data System [IPEDS], Classification of Instructional Programs). Programs at all levels of study are required to establish and maintain linkage with the university mission and goals from planning and establishment of new degrees to ongoing assessment of existing degrees by internal and/or external reviewers.

Examples of degree programs established in 2018 include an [MA in Hispanic Studies](#) and an [MS in Mechanical Engineering](#). A collection of approval documents is attached for each.

Ensuring Alignment of New Degree Programs with University Mission and Goals

The alignment of academic degree programs with ECU's mission is evaluated at several stages of institutional review, beginning with inclusion on ECU's long-range (five-year) academic program plan. Proposed programs must be approved for inclusion on the ECU Academic Program Plan through the [Request for Inclusion process](#) or, by special circumstance, through the Academic Council in consultation with the Faculty Senate's Educational Policies and Planning Committee.

In addition to institutional oversight, the UNC system authorizes constituent universities to offer a degree program only after careful internal and external review, including the [Letter of Intent to Develop a New Academic Degree Program](#) and the [Request to Establish a New Academic Degree Program](#). The UNC system planning documents specifically seek evidence that proposed programs align with the system, university, and unit missions. Further, these documents address program delivery modes, whether campus-based, online, or off-campus instructional sites. All programs are expected to meet similar, high standards of quality, regardless of delivery mode. An example of a new program working its way through the process is the [Doctor of Occupational Therapy Letter of Intent](#) that has recently received UNC-SO approval.

Conclusion

In summary, ECU offers educational programs that (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.

CR - 9.2

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

The University of North Carolina Board of Governors (BOG) grants authority to plan and develop a coordinated system of higher education in North Carolina in accordance with the [Constitution of North Carolina Article IX, Section 8. General Statutes of North Carolina Section 116-11](#) authorizes the BOG to determine the functions, educational activities, and academic programs of the constituent institutions, which include East Carolina University (ECU), and to determine the types and program length of degrees awarded. The [UNC System Office \(UNC-SO\) Code, Appendix 1, Section III – Delegations of Duty and Authority to Board of Trustees](#) confers authority to the UNC 17 institutions such that each institution determines when an individual student has fulfilled the criteria to be awarded a particular degree authorized by the University of North Carolina Board of Governors. See [Standard 10.7](#) for ECU policies on awarding credit.

ECU requires a minimum of 120 semester credit hours (SCH) for all baccalaureate degrees; a minimum of 30 SCH for all master's degrees; and 30 or more SCH for all degree programs at the research doctoral and professional practice doctoral levels, except where appropriate justification is provided. ECU has one professional practice doctorate whose range falls below the minimum semester hour range in one concentration (see "Graduate Programs" below for justification). The [ECU Academic Program Inventory](#) details the SCH necessary for completion of each undergraduate and graduate degree program.

Effective Spring 2018, [UNC Policy 400.1.5, Fostering Undergraduate Student Success](#) requires that baccalaureate degree programs must be limited to no more than 120 SCH of study. Exceptions are allowed only if the SCH requirement beyond 120 SCH is approved by the ECU Board of Trustees and the BOG. For any program authorized beyond 120 SCH, ECU must notify prospective students in its recruitment materials that time to graduation may be delayed. Any program authorized for 135 SCH or more ([UNC Regulation 400.1.5\[R\]](#)) is officially designated as a five-year baccalaureate program. At the time this policy and regulation went into effect in 2018, 28 programs exceeded the 120 SCH limit. Deans were instructed to request exceptions to the new requirement by May 1, 2018, and to submit program revisions to reduce credit hours to 120 SCH for all other baccalaureate degrees by Fall 2018 for campus review and approval. Two degree programs, the BSN in Nursing and the BS in Engineering, requested exceptions due to specialized accreditation standards and necessary rigor for professional practice; all others have been reduced to 120 SCH.

A list of all degree programs is provided on the [Institutional Summary Form Prepared for Commission Reviews](#).

Undergraduate Programs

Course and program SCH requirements for all undergraduate degree programs are published in the [undergraduate catalog](#). The official undergraduate catalog is provided in an HTML version, which is updated as needed and fully reviewed annually. Minimum baccalaureate degree length regulations (120 SCH) also are published in the [Undergraduate Catalog: Academic Requirements for Degrees and Minors](#). ECU has no undergraduate degrees with fewer than 120 semester hours.

Combination Programs

The ECU Graduate School established a new [accelerated bachelor's/master's program policy](#) in Spring 2018 to address combination (accelerated) degree programs to award both a baccalaureate and master's degree upon completion of the programs of study. The Graduate School drafted the policy based on comparisons with other four-year institutions and sound educational practice. The policy was approved by the ECU Graduate Council, presented to the Faculty Senate for formal faculty advice, and approved by the chancellor for implementation. A small number of combination programs were created before the new institutional policy was enacted, and faculty in those programs submitted revisions in fall 2018 to meet the policy standards; full approval is expected in spring 2019, with publication in the 2019-2020 university catalogs published in July.

Combination programs are intended only for undergraduate students with advanced academic standing who meet the policy's minimum cumulative undergraduate GPA of 3.0. Individual combination programs may specify additional or higher standards. "Students who meet minimum admission standards are recommended for provisional admission to the Graduate School by the graduate program's graduate admission committee at the time students apply as undergraduates" ([Graduate School Policy on Accelerated Bachelor's/Master's Program](#)).

Faculty must submit a request for each proposed combination program, and each is reviewed thoroughly on a case-by-case basis through the regular campus approval process at both the undergraduate and graduate levels. The [ECU Faculty Manual, Part VI, Section VII](#), describes the review process, and it is approved through the [ECU curriculum management system](#). Faculty planners must submit a justification for why the combination program is desirable, including the gap they are attempting to fill, how the program addresses the assessment of student learning, and how the proposal reflects information derived from student or alumni surveys, as applicable. Other required information includes delivery mode(s), other affected academic units, how the program will be administered, when students may apply and start taking graduate-level courses, specific courses that may be double-counted for credit (maximum of 12 SCH), and contingency exit strategies from graduate study if necessary for timely completion of the baccalaureate degree. Approved combination (accelerated) programs may be found in the undergraduate and graduate catalogs, as follows:

- [Accelerated Bachelor/Master of Arts in Mathematics](#)
- [Accelerated Bachelor/Master of Science in Network Technology](#)

- [Accelerated Bachelor/Master of Science in Information and Computer Technology - Network Technology](#) (pending publication, 2019-2020 catalog)
- [Accelerated Bachelor of Science in Communication/Master of Arts in Communication](#) (pending publication, 2019-2020 catalog)

Graduate Programs

[General requirements](#) for all graduate programs, including minimum program length, are published in the graduate catalog. As with the undergraduate catalog, the official graduate catalog is provided in an HTML version, which is regularly updated and reviewed annually.

A minimum of 30 SCH is required for all master of arts and master of science degrees. There are no master's degrees with fewer than 30 SCH.

Minimum length for ECU's doctoral programs is 30 SCH in the subject area beyond the master's degree, with one exception, the Doctor of Nursing Practice (DNP) degree. This degree, which has a number of concentrations in various nursing practice areas, allows degree completion for one concentration with 27 SCH beyond the master's degree. The Nurse Anesthesia concentration in the DNP allows this exception due to the amount of coursework required at the master's degree level (69 SCH).

The University offers five professional practice doctoral degrees:

- The Doctor of Medicine, which requires 184 SCH beyond the Bachelor of Science degree. The plan of study for the MD program is found in the [Catalog of the Brody School of Medicine](#).
- The Doctor of Dental Medicine requires 408 SCH over 11 terms. Curriculum information about the School of Dental Medicine for the 2018-2019 academic year can be found under [Prospective Student Information](#) on the School of Dental Medicine website.
- The [Doctor of Physical Therapy](#) requires completion of 106 SCH.
- The [Doctor of Audiology](#) requires a minimum of 99 SCH. Information describing program length of the AuD degree can be found in the Graduate Catalog.
- The [Doctor of Nursing Practice](#) requires 27-90 SCH, depending on the entry pathway and specialty area of study. Program length is found in the Graduate Catalog.

How Program Length is Established and Monitored

East Carolina University meets and adheres to the program length and program content guidance provided in the [UNC Academic Program Guidance, Degree program, page 2](#), which clearly indicates the minimum number of program-specific SCH required for degrees at each level:

As a general rule, in order to be considered for degree program status, a course of study should require at least 27 semester hours in the proposed program area at the undergraduate level; at least half the number of hours required for the degree at the master's level; and at least 21 hours in the proposed program area at the doctoral level. Anything less than this within an existing degree program should be designated a concentration, a decision that can be made at the campus level. For teacher

education programs, the President may issue regulations and/or guidelines setting parameters for required second academic concentrations (page 2).

New Programs and Review of Existing Programs

Departmental faculty recommend the length (SCH) of all proposed new degrees in accordance with UNC Academic Program Guidance, Degree program, page 2, which was described in ECU's report on [Standard 9.1](#). The on-campus ECU review process is described in the [ECU Faculty Manual, Part VI, Section VII](#) (Academic Program and Curriculum Development). Review of proposed new degree programs and final approval of new degrees is done at the UNC System level ([UNC Policy Manual, Chapter 400.1.1\[R\]](#), Regulations for Academic Program Planning and Evaluation).

Additionally, every seven years each ECU academic unit without a specialized accreditation undergoes an external review of its degree programs. Units with specialized accreditation undergo review according to their programmatic accreditors' guidelines. Beginning with an internal self-study document, ECU faculty respond to questions about academic degree programs, and the curricula which constitute them. Content and length of degree curricula are examined as one part of the [Unit Academic Program Review process](#) by faculty from ECU's designated peer institutions. Since program reviews began at East Carolina University, no academic unit has been cited by review teams for either insufficient or excessive curriculum degree hours.

Conclusion

In summary, ECU offers degree programs based on at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level.

R - 10.2

Public Information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) makes current academic calendars, grading policies, cost of attendance, and refund policies available to students and the public. These informational documents and policies are linked from a variety of university webpages for use and reference by university faculty, staff, and students, as well as the general public, and apply to all campuses, sites, and modalities of instruction, including distance education.

Academic Calendar

The university [academic calendar](#) is developed by the Faculty Senate Calendar Committee and presented to the Faculty Senate which makes a recommendation to the chancellor who has final approval of the calendar. This information can be accessed from a [link in the resources section of the ECU homepage](#) and in both the [undergraduate](#) and [graduate](#) catalogs by the University Calendars link. The academic calendars can also be accessed from the [Students](#) link on the Office of the Registrar website and the [New & Current Students](#) link from the ECU Online website. The School of Dental Medicine (SoDM) publishes their academic calendar on the [SoDM website](#). The Brody School of Medicine (BSOM) publishes its academic calendar for new and returning students through the [Admissions Bulletin](#) on the BSOM website.

Grading Policies

Grading policies are developed by the Faculty Senate and approved by the chancellor. Approved grading policies appear in the [Faculty Manual, Part VI, section I, VIII](#) – A-F (pages 6-9) and are included in the Academic Regulations section of both the [undergraduate](#) and [graduate](#) catalogs.

In addition, grading policies can also be accessed from the [Students](#) link on the Office of the Registrar website and the Prospective Students, New Students, and Current Students sections of the [Graduate School](#) website. The Brody School of Medicine establishes grading policies for the school which are available on the [BSOM Student Affairs](#) website. The School of Dental Medicine outlines its grading policies in the [SoDM handbook](#) (pgs. 71-74).

Cost of Attendance

The Office of Student Financial Aid publishes ECU's [estimated cost of attendance](#) (COA) for a student for a given academic period (fall, spring, and summer). The COA is also accessible from the under financial resources tuition section of the New and Current Students link on the [ECU Online website](#). ECU calculates the COA by including tuition, fees, room and board, books and supplies, transportation, loan fees, and personal expenses. The COA is provided for undergraduate, graduate, medical, and dental students, and graduate and undergraduate students attending summer terms. Each of these estimates is further broken down into subsets such as resident versus non-resident, residential versus commuter, and on-campus versus distance education.

Refund Policy

ECU's [refund policy](#) is posted on the university Cashier's Office website and is accessible from the [Drops/Withdrawals](#) link in Students section of Office of the Registrar's website. This page also has a direct link to the current refund schedules for the [Brody School of Medicine](#) and the [School of Dental Medicine](#). The policy also appears in both the [undergraduate](#) and [graduate](#) catalogs. Refund information for students enrolled in distance education programs is available on the [ECU Online](#) website.

Conclusion

In summary, ECU makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

R - 10.3

Archived Information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) is compliant in its obligation to ensure the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. ECU Policy [REG02.20.01](#) (Undergraduate) and Policy [REG10.20.01](#) (Graduate) outlines academic regulations identified in the university's undergraduate and graduate catalogs. Academic regulations are valid until such time as revisions are made in a regulation. No student pursuing his or her first baccalaureate degree or double major will be permitted to graduate under a catalog issued more than five years prior to the date of his or her graduation. No student pursuing a second baccalaureate degree will be permitted to graduate under a catalog issued more than three years prior to the date of his or her graduation. Revisions to academic regulations are posted in both the undergraduate and graduate catalogs upon approval and are in effect as stated in the regulations.

All catalogs are published online for use and reference by the university faculty, staff, and students, as well as the general public. The [Office of the Registrar](#) is responsible for compiling new catalogs every year and maintaining archived catalogs. The Brody School of Medicine (BSOM) publishes catalog information by attendance year from the [M-1-M4 Orientation & Information or Scheduling](#) links on the Brody School of Medicine Office of Student Affairs/Registrar website. The School of Dental Medicine (SoDM) publishes catalog information by attendance year in the SoDM [Student Handbook](#) link on the SoDM [Enrolled Students](#) webpage.

Current and archival editions of both the undergraduate and graduate catalogs are available online and in digital formats, sufficient to serve the needs of prospective, current, former, and returning students; and alumni. The Office of the Registrar is responsible for maintaining all archived catalogs. Catalogs from 2012-2013 through current undergraduate and graduate catalogs are available from the University Catalogs link on the [Office of the Registrar](#) website. Archived undergraduate and graduate catalogs between 2002-2003 and 2011-2012 are archived online and accessible from the Office of the Registrar's ECU Archived Catalogs webpage. The university no longer prints catalogs. Older printed editions (1953-2010) are housed and archived in the Office of the Registrar. Students can access these printed copies by emailing a request to regis@ecu.edu. These emails are forwarded to the Archived and Microfilm Records department for reply.

Archived catalogs for BSOM are housed both in print and digital format in the BSOM [Student Affairs/Registrar's Office](#). Former and returning students can access to archived catalogs by emailing a request to the BSOM registrar. Archived [Course Handbooks](#) for the SoDM can be accessed through the Alumni link. Former and returning students may gain access by by logging in with their [ECU user name and passcode](#).

The undergraduate and graduate catalogs are updated with curricular and program changes that are initiated, prepared, and presented for review through ECU's curriculum management system. Policies and procedures for teaching and curriculum regulations, procedures, and academic program development are outlined in the [Faculty Manual Part VI, Section VII](#). All changes completing the approval processes are forwarded to the Office of the Registrar for catalog update. In addition, new and revised policies and regulations passed by the Faculty Senate and Graduate Council are also forwarded to the Office of the Registrar to be included in the catalogs. [Selected members](#) of the university community annually review all catalog information for accuracy, including policies, in working editions prior to publication. Both the undergraduate and graduate catalogs are generated through ECU's catalog management system and published annually.

Conclusion

In summary, ECU makes available complete, accurate, timely, accessible, clear, and sufficient archival catalog information to serve the needs of the alumni and former and returning students.

R - 10.5

Admissions Policies and Practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) publishes admissions policies that are consistent with its [mission](#). Students are admitted to the university on the basis of academic qualifications, without regard to protected classes (i.e., race/ethnicity, color, genetic information, national origin, sex, sexual orientation, gender identify, age, disability, political affiliation, and veteran status) as defined in the University's [Notice of Non-Discrimination Policy](#).

Undergraduate Admissions Requirements and Practices

[Undergraduate admission policies](#) for all categories of undergraduate students are published in the undergraduate catalog. All categories of undergraduate admission standards are in compliance with the state-wide policy established in the University of North Carolina's (UNC) [Minimum Course Requirements and Minimum Admission Requirements](#). The UNC minimum requirements outline that students should hold a high school diploma or its equivalent and outlines minimum course requirements in English, mathematics, science, social studies, and foreign languages. Admissions staff review academic credentials for each applicant and offer admission to those who meet UNC requirements and deemed most competitive in the applicant pool.

Freshmen

Admission requirements for freshmen are listed below:

- Official certificate of graduation (or its equivalent) from an accredited secondary school and a satisfactory scholastic record.
- Fifteen acceptable units of secondary school credit, including in English, four course units emphasizing grammar, composition, and literature; in mathematics, four course units including algebra I, algebra II, geometry and a higher level mathematics course for which algebra II is a prerequisite (fourth unit of mathematics is required of students graduating high school in 2006 and later); in science, three course units, including at least one unit in a life or biological science (for example, biology), at least one unit in a physical science (for example, physical science, chemistry, physics), and at least one other laboratory science course; in foreign language, two course units in same language (two units in foreign language are required of students graduating high school in 2004 and later); and in social studies, two course units, including one unit in US history.

- Satisfactory scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT).

Transfer Students

General admission requirements for transfer students are listed below.

Official transcript(s) from each regionally accredited college, technical institute, or university previously attended showing the following:

- A 2.5 grade point average (GPA) on all hours attempted. (Admission to programs in some professional schools may require a GPA which is higher than that required by the university.) A minimum of 24 transferable semester hours is required for transfer consideration which must include the equivalent college credit hours for ENGL 1100: Foundations of College Writing.
- Honorable dismissal and eligibility to return to the college or university at which last matriculated. (Attendance only at summer school does not apply.)
- Students who will be 21 years old at the time they propose to enroll may submit their application for transfer admission, with 24 or more transferable hours from a regionally accredited institution are not required to provide a high school transcript or general educational development tests (GED) certificate.

Students who are under the age of 21 and do not have 24 transferable credit hours will be required to submit final high school transcript and official test scores.

International Students

East Carolina University actively seeks to attract international students into its undergraduate and graduate programs. The Office of Global Affairs serves as a clearinghouse for the admission of international students. Academic assessments, financial evaluations, and immigration issues as well as admissions are handled through this office. Admissions requirements for international freshman and undergraduate transfer students are:

- Graduation from a secondary school and submission of academic records and an official English translation. Transfer applicants should request a course-by-course evaluation of their university-level coursework from an evaluation agency.
- Non-native speakers of English are required to provide an evidence of English proficiency by submitting one of the following:
 - Test of English as a Foreign Language (TOEFL) score of minimum 527 (paper-based) or 71 (Internet-based)
 - International English Language Testing System (IELTS) score of 6.0 or higher
 - 450 SAT I Critical Reading or 19 Combined English/Writing scores section of the ACT
 - Applicants who have completed at least 30 credit hours at a U.S. institution of higher education and received a grade of B (3.0) or better for an academic English writing/composition course will be exempt from the English proficiency requirement.
 - Applicants may choose to attend the ECU Language Academy (ECULA) instead of taking the TOEFL, IELTS, SAT, or ACT. To meet English proficiency requirements, applicants must successfully complete the highest level of the ECU Language Academy (ECULA).

- Completion of an application for international undergraduate admission

Applicants Who May Require Special Consideration or Exceptions to Policies

UNC Policy regarding [Chancellor's exception](#) guides ECU's admissions exception process. Students who feel special circumstances should be considered during the admissions review may request a holistic review. The intent of this ECU [policy](#) is to offer students the opportunity to present evidence of demonstrable promise of academic success at ECU. The review will consider all information supplied by the applicant with emphasis placed on, but not limited to high school grade point average trends, college grade point average, rigor of course work, duration or time away from high school or college, and other information the applicant considers critical to the review of their application.

For example, a transfer student with an overall GPA including all previous work below the ECU minimum of 2.5, but who has successfully earned a 3.0 over the course of their last 24 credit hours might be offered admission through the holistic review process. Another example, a high school senior who does not meet the UNC minimum admission requirements but who has a demonstrated artistic talent might be offered admission through the holistic review process. Freshman applicants requesting a holistic review should contact the Office of Undergraduate Admissions at admissions@ecu.edu; transfer applicants requesting a holistic review should contact the Office of Undergraduate Admissions at transfer@ecu.edu.

Out of the approximately 17,500 applicants for new full-time students in Fall 2018, ECU admitted 20 students through the chancellor's exception process.

Graduate Admissions Requirements and Practices

[Graduate admission policies](#) are published in the graduate catalog. Admission to a graduate program at East Carolina University is based on an evaluation of an applicant's overall record, experience, personal qualifications, and proposed area of study. The Graduate Admission Office housed in the graduate school provides centralized support for collecting admission applications and required documents. It distributes completed applications to graduate program directors and faculty admission committees for decisions on the admissibility of applicants through the use of third-party software products called [Radius and AppReview](#) by Campus Management. Radius combines robust CRM and application management functionality for tracking students from the prospect stage through enrollment. AppReview provides a streamlined process to expedite application reviews, student selection, and offers of admission. Both Radius and AppReview monitor decentralized graduate admission decisions at the program level for timeliness, quality and adherence to University standards. Instructions for applicants are maintained and published by the graduate school on its website. [Transfer credit](#) and [credit by examination policies](#) are published in the graduate catalog. The [Graduate Council](#) reviews and develops Graduate School policy, including requirements for admission and recommends changes to the dean of the graduate school, the academic council, and the chancellor.

Graduate Application Requirements

In order to be considered for admission, graduate applicants should submit the following items:

- All applicants are required to submit a completed online application with a nonrefundable application fee.
- Graduate programs have varying entrance examination requirements for degree-seeking students with the most common tests being the Graduate Records Examination (GRE), the Graduate Management Admissions Test (GMAT) and the Millers Analogies Test (MAT). Specific details regarding entrance examination requirements by program are available on the Graduate School website. Select graduate programs waive the test score requirement for high-performing students that meet alternative prerequisites approved by the Graduate School and many programs do not require entrance examination scores for holders of the master's degree or more advanced degrees. Official score reports from any program that requires a standardized graduate admission examination must be sent directly to the Graduate School from the testing agencies. The university will accept examinations taken within the past 10 years; however, individual programs may have more specific time requirements.
- Official transcripts are required for all earned post-secondary degrees and all post-secondary course work completed within 5 years of the date of graduate application. Additional transcripts are required for transfer credits in excess of 50% of the credits required for a post-secondary degree. Post-secondary degrees and course work include all educational work completed at the bachelor's level or higher.
- Official transcripts and diplomas showing a full education history are required from all foreign institutions attended unless a course-by-course evaluation of the transcript from a National Association of Credential Evaluation Services (NACES) accredited agency is submitted.
- English proficiency is required of all applicants whose native language is not English. [Details are included below and on the Graduate School Website.]
- Letters of reference, if required by the program, should be sent from persons who can attest to the applicant's academic competency or ability to do graduate work.
- A completed Statement of Purpose essay is required if mandated by the program.
- Individual programs may have additional application requirements such as auditions, interviews, portfolios, narratives, etc. that are published on the [Find Your Graduate Program Search Tool](#) website.

Graduate International Students

In order to be considered for admission, international graduate applicants should submit the following items:

- Completed Graduate Application
- The Graduate School requires official transcripts and diplomas showing a full education history in native language of issue as well as an official, notarized or certified copy in English
- Letters of recommendation
- English Proficiency: Non-native English speakers who have not completed at least one year of education (minimum of 18 credit hours) at a United States school, are required to take a standardized English language exam or complete the ECU Language Academy (ECULA). The Graduate School accepts either the TOEFL, the IELTS, or Pearson Test of English (PTE). The Internet-based Test of English as a Foreign Language (iBT TOEFL) score of 18 on each section for a total minimum score of 78, IELTS score of 6.5, or PTE score of 65 (with 60 on each section) is required to meet the language exam requirement.
- Official reports of standardized admissions test results must be sent directly to the Graduate School by the testing service (GRE or GMAT).

- Financial information, along with certified evidence of financial resources to cover educational costs and living expenses

Brody School of Medicine

Admissions requirements for the Brody School of Medicine (BSOM) are outlined on the [Application Process](#) link under the BSOM Office of Admissions webpage.

The Medical College Admission Test (MCAT) is required of all applicants who seek admission to the Brody School of Medicine. While most successful applicants will have completed an undergraduate degree before enrollment, each applicant must have the equivalent of at least three years of acceptable work at an accredited college or university prior to matriculation in medical school. No specific undergraduate major is required, but the applicant must have completed one year of each of the following courses:

- General Biology or Zoology with laboratory (Botany alone is not sufficient to meet this requirement)
- General Chemistry with laboratory (which must include both qualitative and quantitative analysis)
- Organic Chemistry with laboratory
- Physics with laboratory
- English (or writing intensive courses)

The Application Process link outlines information on admissions requirements, selection factors, the application procedure, interviews, the decision timeline, and acceptance procedures. The BSOM Admissions Committee evaluates applications and select applicants to conduct interviews. The Admissions Committee is composed of 30 to 34 volunteer members (basic science faculty, clinical faculty, medical students). The above information is published in the online [Bulletin](#), on the BSOM [Admissions](#) website, and provided to applicants via campus visits, phone calls, and personal consultations upon request. The Admissions Office hosts an annual [professional development conference](#) for all admissions committee members, during which this and other information is made available to them.

School of Dental Medicine

Admissions policies for the School of Dental Medicine are published on the [Prospective Students](#) information page.

Admissions requirements include:

- A completed AADSAS Dental School Application
- Completion of the Dental Admission Test (DAT)
- A Residency Certification Number (RCN) through completing the Residency Determination Service (RDS) Online Interview
- Successful applicants must have completed - or be on track to complete - an undergraduate bachelor's degree prior to dental school matriculation. All prospective students are required to have a bachelor's degree from an accredited US or Canadian college or university. No specific undergraduate major is required, but regardless of the major interest area, applicants must complete - at a minimum - the following specifically required courses:
 - Biological Sciences (8 semester hours)
 - General/Inorganic Chemistry (8 semester hours)
 - Organic Chemistry (8 semester hours)

- General Physics (8 semester hours)
- English (6 semester hours)
- Mathematics (6 semester hours)

Applications are reviewed by the Admissions Committee and candidates under consideration are invited for an interview with the committee. The Admissions Committee meets periodically throughout the admissions cycle to review applicants based on the selection factors outlined in the admissions process.

Sample Admissions Materials

[Undergraduate Admissions Letter](#)
[Undergraduate Denial Letter](#)
[Transfer Admissions Letter](#)
[Transfer Denial Letter](#)
[International Admissions Letter](#)
[International Denial Letter](#)
[Graduate School Admissions Letter](#)
[Graduate School Denial Letter](#)
[Graduate School Admit by Exception Letter](#)
[Medical School](#)
[Dental School](#)

Recruitment Materials

In publication of all recruitment materials, East Carolina University abides by the professional policies and ethical standards at the forefront of national, regional, and state professional associations including the following: the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the National Association of Graduate Admissions Professionals (NAGAP), the Council of Graduate Schools (CGS), the Association of International Educators, the Southern Association of Collegiate Registrars and Admissions Officers (SACRAO), and the Carolinas Association of Collegiate Registrars and Admissions Officers (CACRAO). ECU is also a member of the National Association of College Admission Counseling (NACAC) and the Southern Association for College Admission Counseling (SACAC) and follows their professional and ethical standards. Additionally, ECU is a member of several regional associations in other primary out-of-state markets, e.g., Virginia (VACRAO), New Jersey (NJACAC), and adheres to the practices and ethical standards of these organizations.

Undergraduate Recruitment Materials

ECU's [University Communications](#) work in partnership with of the Office of Undergraduate Admissions and the Graduate School to produce admissions materials and student recruitment materials. Printed and electronic student recruitment materials including those for distance education are reviewed and approved in keeping with ECU's [University Image Manual](#). All publications listing courses and degree requirements must go through the [academic review process](#) by the institution's Division of Academic Affairs.

The [Academic Review Approval process](#) is published on the university Website. The originator of a recruitment material is required to complete a [signature sheet](#) attesting that recruitment materials have been checked against two official sources for academic review:

(1) ECU [academic program inventory](#), an official list of degree and certificate programs offered by the university, and (2) the appropriate [undergraduate](#) or [graduate](#) university catalog. The approval form also requires the signature of a college dean, school director, or designee before submission to academic review. The Coordinator for Academic Program Development who maintains the ECU academic program inventory then reviews the recruitment materials from the academic unit to verify that the program information is consistent with official sources. Any misinformation must be corrected before the material is published.

Graduate Recruitment Materials

In the development of recruitment materials, the Graduate School follows the same process as Undergraduate Admissions. Recruitment pieces such as [The Graduate School: Opportunities through Graduate Studies](#), which is the only printed graduate recruitment piece, are typically revised in the spring and summer. The Assistant Dean works with University Marketing and Publications in the design and development of materials. Mock-ups are returned to the Graduate School for review. Administrative and admissions staff and the Office of Academic Program Development review and approve content of materials including [Graduate Application for Admission](#) and [Admissions and Program Information](#) for accuracy of admissions deadlines, requirements, and program information. The on-line [Graduate Catalog](#) and Admissions information website play a major role in providing information to prospective applicants. The Admissions and Program Information site provides current information on master's, doctoral, graduate certificate, online, and advanced programs including their respective application deadlines.

Sample Recruitment Materials

[Admitted Student Mini Guide](#)
[Campus Visit Brochure](#)
[Freshman Travel Book](#)
[Transfer Travel Book](#)
[Graduate School View Book](#)
[International Student Admissions Guide](#)
[International Student Arrival Guide](#)
[Graduate School International View Book](#)
[Diversity Mailer](#)
[ECU Online Brochure](#)
[High School Counselor Desk Reference](#)
[Honors College Admission Booklet](#)
[Spanish Flyer](#)
[MSW OCIS News Release](#)
[MSW Information Sheet](#)
[Brody School of Medicine Admissions](#)
[School of Dental Medicine, Prospective Students](#)

Undergraduate Admissions Training

Additional processes to ensure accurate presentation of university practices and policy include Ongoing Admissions Counselor training which includes program, policy, and procedural announcements and meetings throughout the year as needed. Counselors participate in university training programs sponsored by Human Resources (HR) such as the Family Education Rights and Privacy Act (FERPA), Equal Employment Opportunity (EEO), Advising Collaborative, and others as required/assigned. Staff also receive training on student information systems (Banner, Xtender) and are provided shadowing and mentoring

opportunities with senior staff.

Structured annual training for new and returning counselors is held in August in the form of briefings by representatives from all appropriate academic and student affairs departments on campus. A staff retreat training session is held for the counseling staff prior to the start of each fall term.

Graduate Admissions Training

The Graduate School shares recruitment and admission responsibility with the colleges and takes primary responsibility for the processing of admission applications. Graduate School admission staff are provided robust training upon hire and throughout their tenure as needed to ensure that received applications are processed with accuracy and expediency and that prospective student questions are responded to appropriately. Staff receive training on the Family Education Rights and Privacy Act (FERPA), operational training for the use of our consumer relationship management software (Radius) and student information systems (Banner, Xtender) and are provided shadowing and mentoring opportunities with senior staff. Staff participate in bi-monthly meetings with the Assistant Dean for information sharing, professional development and the exploration of process improvement.

The Graduate School provides hands-on training in AppReview and Radius, our application management and CRM systems, to program directors, admission committee members and authorized faculty and staff within each college for the purpose of reviewing applicant credentials, initiating communications and making admission decisions. Hands-on systems training is complimented by information available in the [Graduate Program Directors and Coordinators Handbook](#) and an annual [Graduate Program Directors Recruiting Workshop](#) offered every fall semester.

Use of Independent Contractors/Agents

Currently, apart from market lead generation, ECU does not engage with independent contractors or agents for recruitment or admission activities.

Conclusion

In summary, ECU is in compliance with Standard 10.5. The institution publishes admissions policies consistent with its mission and recruitment materials and presentations accurately represent its practices and policies.

R - 10.6

Distance and Correspondence Education

An institution that offers distance or correspondence education:

(a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

(b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

(c) ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Distance Education: Student Identification

10.6 a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

Upon admission, new students receive their PirateID usernames and ECU ID numbers within the [ECU Admissions Portal](#) from ECU Admissions. Once received, new students login to the [PirateID \(PID\) auto-registration system](#) and follow the step-by-step screens to activate their PirateID accounts, create unique passphrases, and set up their authentication questions. Once activated, students are able to check ECU email and access various online systems such as [PiratePort](#), a secure Web portal that allows students, staff, faculty and prospective students to access secure internal campus resources and services, and ECU's learning management system, Blackboard.

ECU utilizes a Multi-Factor Authentication (MFA) system to determine that students registered in distance education courses are the students who participate in, complete, and receive credit for the courses. The authentication system requires that students securely log on to ECU's network using their unique username (PirateID) and with their unique and user-determined passphrase. The MFA system offers greater protection for student email, requiring students to use not only their PirateID and passphrase, but also a response from their phones that will send the students a unique pin number to verify their identity when off campus.

ECU's [Passphrase Security Standards](#) require students to have a strong passphrase that is resistant to hacking, and students must reset their passphrases every 90 days and not reuse their accounts' previous six passphrases. Students are notified via e-mail or system messaging at least three times in the two weeks prior to expiration. When students use their PirateID and passphrase to access information through PiratePort and ECU's learning management system, Blackboard, their login credentials are encrypted for additional security.

Two different identification (ID) cards, the [DE Student card](#) (paper card) and the [ECU 1 Card](#), are available to distance education students. The DE Student card grants students access to ECU computer labs and allows books to be checked out from the ECU libraries or UNC System libraries. If DE students choose to access an ECU computer lab, a photo ID with signature must be presented to ensure student identification is confirmed. If DE students choose to purchase an ECU 1 Card, which is the official student identification card, they must come to campus and present a government-issued ID with photo and signature to confirm their student identity.

As an additional measure to ensure that students who register in a distance or correspondence education course or program are the same students who participate in, complete the course or program, and receive the credit, ECU faculty may choose to include proctored exams in their courses. DE students in the College of Business, College of Nursing, and College of Allied Health Sciences are required to utilize proctored examinations. To support this effort, ECU played a leadership role in the establishment of a [state-wide proctoring network](#), which is now known as the [UNC Online Proctoring Network](#). The licensing of proctors in the UNC Online Proctoring Network is coordinated by the UNC Online Proctor Coordinator. The UNC Online Proctoring Coordinator is a staff member of the University of North Carolina Online Services.

At ECU, Testing Services in Academic Outreach, Continuing and Distance Education administers proctoring services. Specifically, the Testing Services unit coordinates all proctoring activities for the university. The Director of Testing Services supervises the training and testing certification of staff responsible for providing all testing and proctoring services provided at the ECU Proctoring Center and the Brewster Testing Center.

The [ECU Proctoring Center](#) is available to students enrolled in DE courses at East Carolina University and all other universities within the University North Carolina system. This site serves distance education students who need to take exams and faculty members who need to setup proctored exams for their Distance Education courses. This service provides verification of student identity in assessment and evaluation. Also available to DE students is the Brewster Testing Center which serves as an overflow location.

In addition to signing into the university's learning management platform (i.e. Blackboard) prior to the start of exams, students must pre-register for their exams. Students have their identification verified using a student ID Card and a government issued ID with photo and signature when they check-in at the ECU Proctoring Center or the Brewster Testing Center to take their exams. They are then escorted to the testing station where exams are administered. Proctors closely and constantly observe students by walking throughout the testing room after students are seated. Additionally, all examinees at the ECU Proctoring Center and the Brewster Testing Center are monitored by a video camera system, both in the reception and testing areas.

Through secure logins and passcodes and the widespread use of proctored examinations, ECU verifies the identities of the students who register in distance or correspondence education courses or programs as the same students who participate in and complete distance education courses or programs and receive the credit.

In summary, ECU ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

Distance Education: Student Privacy

10.6 b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

ECU has a written procedure for protecting the privacy of students enrolled in distance and correspondence courses or programs. The institution's [Family Educational Rights and Privacy Act \(FERPA\) Regulation](#) includes the following on page four of the document:

5.4 Procedures for Protecting the Privacy of Student Information in Electronic and Social Media Enrolled in Distance or Correspondence Courses or Programs.

5.4.1 ECU recognizes the importance of maintaining the privacy and security of student identity and student records in an environment of computer networked, digital records storage. ECU is diligent in protecting the security, confidentiality, integrity and availability of all student records, including student identity. The University employs strict, standard security measures, policies, standards and guidelines in an ongoing effort to protect information resources, including student records. Students' personal information is protected through a variety of measures, including the administration of policy and security practices that govern the PirateID and passphrase associated with accessing ECU's PiratePort Portal, and other services that support the educational process at ECU. Students are required to have a strong passphrase that is resistant to hacking. Students must reset their passphrase every 90 days and not reuse the account's previous six passphrases. When students use their PirateID and passphrase to access information through PiratePort and the University's learning management systems, their login credentials are encrypted for additional security. All mission-critical University systems, including student records, are maintained on network servers in the University's enterprise data center. The enterprise data center employs state of the art layered security controls and physical access controls. Users of information systems are prohibited from accessing data or programs for which they are not authorized.

In addition to the FERPA Regulation 5.4.1 procedure instituted by ECU, student privacy is also addressed within the ECU Faculty Manual: Part VI, A. Access to Student Educational Records and B. Privacy of Student Educational Records, as shown below.

ECU Faculty Manual

[Faculty Manual: Part VI. Section IV.IA. Access to 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.

[Faculty Manual: Part VI. Section IV.IB. Privacy of Student Educational Records](#)

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.

In summary, ECU employs strict security measures, policies, standards and guidelines in an ongoing effort to protect information resources, including student records.

Distance Education: Student Charges

10.6 c ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

As required in the Advertising and Student Recruitment SACSCOC Policy Statement, official ECU publications are readily available and accurately depict tuition, fees, and other program costs including any fees associated with verification of student identity related to distance education. To ensure that students are aware of the possibility that proctoring fees may be charged, ECU published the following statements on the [university cashier website](#):

At this time the university does not impose any additional charges specifically related to verification of student identity. Students enrolled in distance education classes in which proctored exams are required may incur charges levied by the proctoring site they choose. Students may obtain a list of proctors located within their geographic area along with any associated fees on the [UNC Online Proctoring Network webpage](#).

In addition, the [Distance Education Tuition and Fees Brochure \(Spring 2018\)](#) and the Distance Education [ECU Online](#) website include the following statement: "There may be additional fees associated with Distance Education courses for verification of student identity for proctored examinations." This notification has also been made available at the time of

registration, as it appears on the [registration screen](#) that informs the student that additional charges may be required.

In the Spring 2018, the following statement was added to the [Undergraduate Catalog: Distance Education](#), the [Graduate Catalog: Distance Education](#), as approved by the [Distance Education and Learning Technology Committee](#) and Faculty Senate.

Students enrolled in online distance education classes through ECU, or through UNC Online, in which proctored exams are required, have access to the DE (Distance Education) Proctoring Center, <http://www.ecu.edu/cs-acad/deproctoring/>. The university does not impose any proctoring fees on students enrolled in its distance education courses if they utilize the ECU proctoring center. However, students can select alternate proctoring sites/providers and may obtain a list of proctors located within their geographic area, along with any associated fees on the UNC Online Academic Services website. Students may incur charges with alternate providers if they choose to have their exams proctored at sites external to ECU. When students select alternate proctoring sites, the university does not impose any additional charges specifically related to verification of student identity.

Through these written notifications and procedures, ECU notifies students at the time of registration of any projected additional student charges associated with verification of student identity.

In summary, ECU ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

R - 10.7

Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) publishes and employs sound, effective policies and practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. All of ECU's educational programs are based on semester credit hours; ECU does not offer direct assessment programs. This narrative describes the following aspects of these practices:

- The University's definition of a semester hour of credit, course level and course numbering system;
- Credit hour equivalencies for medical and dental programs; and
- Institutional policies and procedures for determining the credit hour value and level for new or revised courses.

Evidence that ECU follows its own policy to determine the amount and level of credit awarded for its courses is included in the narrative.

Semester Credit Hour Policy

University Policy

ECU Regulation 02.07.01, [Definition of a Semester Credit Hour](#), is published on [ECU's Policy Manual website](#). The policy, adopted in June 2011 and updated in Spring 2018 per [Faculty Senate Resolution #18-11](#), applies to all courses at all levels that award academic credit (i.e., any course that appears on an official transcript issued by the university) regardless of the mode of delivery or site of instruction, including but not limited to self-paced, online, blended/hybrid, lecture, seminar, studio, laboratory, independent studies, internship, practicum, service learning, and other experiential learning activities.

The ECU credit hour policy adheres to federal regulations ([34 CFR 668.8, July 1, 2011](#)), as well as the [University of North Carolina \(UNC\) System Policy Manual 400.1.6](#). ECU's credit hour policy states that "a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement." A semester credit hour is approximately:

- One hour of classroom or direct faculty instruction and a minimum of two hours out of

class student work each week for approximately fifteen weeks for one semester or trimester
hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent
amount of work over a different amount of time, or

- At least an equivalent amount of work as required outlined in the item above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

As a constituent member of the UNC System, ECU complies with the instructional time requirement stated in [UNC Policy Manual 400.1.6](#) when developing academic calendars, degree curricula, and courses, regardless of delivery format or site of instruction:

All UNC campuses must ensure that every course offered for academic credit adheres to the standard of a minimum of 750 scheduled minutes of instructional time or the equivalent per credit hour. The time may include required examination periods, but may not include study days.

Credit Hour Equivalencies for Medical and Dental Programs

Two professional practice doctoral degrees at ECU have supplemented the institutional guidelines with programmatic specific credit hour policies that comply with the federal regulation 34 CFR 668.8, UNC's Policy Manual 400.1.6, ECU's credit hour policy, as well as standards of their accrediting body. Each policy reflects the curriculum architecture and student experience in the curriculum.

The Brody School of Medicine (BSOM) has supplemented the ECU Credit to Contact Hour Guidelines with a [Standard Operating Procedure](#) (SOP) which denotes how the institutional guidelines are applied to the courses and clerkships taken within the BSOM medical curriculum by students. The School of Dental Medicine (SoDM) has also supplemented the ECU Credit to Contact Hour Guidelines with [SOP #: SAFF.0019](#), which describes how ECU guidelines are used to assign academic credit hours to coursework completed by students in the Doctor of Dental Medicine program.

Courses Delivered Off Campus or in Alternate Delivery Modes

ECU's credit hour policy applies to all courses, regardless of format or mode of delivery. ECU's [undergraduate](#) and [graduate](#) catalogs, in the Distance Education section, state that, "Online courses are taught by the same faculty that teach on-campus courses. The level of coursework, required readings, and examinations are the same for online and on-campus courses." Furthermore, ECU's Distance Education Policies ([in Faculty Manual, Part VI, Section III, page 2](#)) specifies the expectations for distance education courses and programs:

Programs offered via distance education shall be consistent with the mission of East Carolina University and the academic unit offering the courses or programs. There shall be no distinctions in academic rigor or content between programs offered through distance education and those offered on campus. Development of new online programs and courses will follow the same development and approval procedures as for face-to-face programs and courses (Part VI, Section VII). 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.

Definition of Level of Credits

ECU uses a three-letter or four-letter course prefix to indicate the discipline of the subject area of a course. ECU's [undergraduate](#) and [graduate](#) catalogs include a list of all course prefixes, associated disciplines, affiliated academic units, as well as [significance of course numbers](#). Courses numbered 0001-0999 are considered remedial. These courses accrue no credit towards a degree and are not calculated towards a student's grade point average (GPA). Courses numbered 1000-1999 are first year courses, 2000-2999 are sophomore courses, 3000-3999 are junior courses and 4000-4999 senior courses. At the graduate level, courses numbered 5000 through 7001 are master's courses. Doctoral courses are numbered from 7002 through 9001.

Contact to Credit Hour Determination

In order to help faculty determine appropriate credit to contact hour assignment and facilitate the oversight of course credit hour assignment by curriculum committees, ECU has formalized [Credit to Contact Hour Guidelines](#) to accompany [REG02.07.01](#). These guidelines define parameters for both instructional method of delivery and instructional format (e.g., clinical, colloquia, individual study, lab, internship/field experience/cooperative education, lecture, physical activity, practicum, recitation, recital/performance/ensemble, seminar, studio, student teaching, study abroad, and dissertation/thesis). To demonstrate ECU's compliance with its own credit hour policy and guidelines, examples of syllabi demonstrating instructional format types are provided:

- [ACCT 6951](#) - Seminar Course Example
- [ART 1015](#) - Studio Course Example
- [BIOL 2141](#) - Laboratory Course Example
- [BIOL 3220/3221](#) - Lecture & Laboratory Course Example
- [ELEM 4324](#) - Student Teaching Course Example
- [BUSI 4001](#) - Internship Course Example & [Internship Form](#)
- [CSDI 8030](#) - Colloquia Course Example
- Biol 3504 - Independent Study Course Example - [1 s.h.](#); [2 s.h.](#); [3 s.h.](#)
- [OB GYN Syllabus](#) - Clinical Course Example
- [MIDG 5993](#) - Study Abroad Course Example & [Study Abroad Contact Hour Worksheet Sample](#)
- OMGT 6613 - [Face-to-face](#) & [DE](#) Course Comparison Example
- SOCW 6140 - [On-campus](#) & [Off-site Location](#) Comparison Example
- PHLY [6700 Syllabus](#) & [Schedule](#) - BSOM Lecture Course Example
- [DENT 8140 Syllabus](#) - SoDM Lecture Course Example

Policy Oversight by Academically Qualified Persons

University Practices

ECU “places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty” ([the Faculty Manual, Part VI, Section VII, page 2](#)). When a new course is proposed or an existing course needs revision, the course must be approved by the departmental curriculum committee, the college or school curriculum committee, the Undergraduate Curriculum Committee (UCC) or Graduate Curriculum Committee (GCC), and the ECU Faculty Senate (for new undergraduate courses only). Departmental committees are composed of faculty in the field. College/school level curriculum committees include faculty representation from different departments. Both [new course](#) and [course revision proposal](#) forms include required fields for course attributes (e.g., credit hour, course level, etc.), syllabi information, and faculty’s justification for the new course or revision. Such information allows curriculum committees to evaluate the amount and level of credits assigned to the course. See specific examples below.

The Undergraduate Curriculum Committee (UCC) consists of eight elected faculty members, the Chancellor or a representative, the Provost or a representative, the Vice Chancellor for Health Sciences or a representative, the Chair of the Faculty or a representative, and one student representative from the Student Government Association. See the [UCC Charge, updated in February 2016](#). The [2017-18 UCC Roster](#) includes ten members with faculty status, the Director of Academic Planning and Accreditation, and one student representative.

The Graduate Curriculum Committee (GCC) consists of one graduate faculty member with tenure from each college and the Brody School of Medicine ([the Faculty Manual, Part II, Section IV, page 8](#)). Members are nominated by their respective deans through a process established by the school or college. Members have experience in either or both master’s and doctoral programs. There are two ex-officio members with vote, including the president of the Graduate and Professional Student Senate or representative, and the Director of Academic Planning and Accreditation. The Graduate Council reviews the credentials of the nominees and approves members to serve on the GCC. The [2017-18 GCC Roster](#) includes nine graduate faculty members, the Director of Academic Planning and Accreditation, the Dean of the Graduate School, and one graduate student representative. See the GCC Charge as defined in the [Faculty Manual, Part II, Section IV, pages 8-9](#).

These faculty groups all review proposed new courses and course revisions to ensure consistency with the ECU Credit Hour Policy described above. If a committee does not approve the amount or level of credit proposed, the proposal is returned to the originating unit for reconsideration. The campus approval process for new courses or revising courses is well documented and can be found in the [ECU Faculty Manual, Part VI, Section VII](#).

Courses that vary in the number of credit hours based on the volume of content covered or work performed (e.g., independent studies, independent research, special topics, etc.) are carefully documented and reviewed in accordance with the Guidelines for Courses with Varying Credit Hours developed by [UCC](#) and [GCC](#). For example, special topics courses that include varying credit hours must identify how the topic is chosen and must include a listing of potential topic areas. All course proposals for varying credit hours must have clear, identifiable methods of determining what needs to be completed for differing numbers of credits.

All new or revised courses proposed to be delivered off campus, fully online, and/or in an alternative format go through the same vetting process as face-to-face courses. The amount and level of credit awarded to a course are the same regardless of format or mode of delivery. According to the [ECU Policy on Distance Education](#), “There shall be no

distinctions in academic rigor or content between programs offered through distance education and those offered on campus.”

To demonstrate ECU’s compliance with its own credit hour and course level review policies and practices, the following evidence is provided:

Course Renumbering:

Department of Physics - Renumbering PHYS 4700 & 4701

- [PHYS 4700 Course Proposal Form](#)
- [PHYS 4701 Course Proposal Form](#)
- [PHYS Memorandum of Request](#)
- [UCC 2017-03-23 Meeting Minutes](#) - committee discussion and course approvals

Department of Nutrition - renumbering NUTR 4700 to 3700

- [NUTR 4700 to 3700 Course Revision form with justification for the change](#)
- [UCC 2018-03-22 Meeting Minutes](#) - committee discussion, request for amendment of proposal, and approval of change

Credit Hour Revisions:

Department of Biology - Revising 3504 to be a variable credit course

- [BIOL 3504 Course Revision Form](#)
- [UCC 2017-12-14 Meeting Minutes](#) - committee discussion and course approval

Department of Psychology – revising PSYC 4990 to be a variable credit course

- [PSYC 4990 Course Revision Form](#)
- [UCC 2015-01-22 Meeting Minutes](#) – committee discussion, request for amendment of proposal, and approval of change

Department of Geological Sciences – revising GEOL 6601 to a different level and to be a variable credit course

- [Department of Geological Sciences, Memorandum of Request](#)
- [GEOL 6601 Course Revision form with justification for the change](#)
- [GCC 2018-04-04 Meeting Minutes](#) – committee discussion, request for amendment, and approval of change

Credit Hour Changes:

School of Art & Design - revision of ART 2123 from 1 to 3 credit hours

- [School of Art & Design, Long Course Revision Form](#)
- [UCC 2018-09-27 Meeting Minutes](#) - committee discussion and approval of change

Department of Public Health – revision of MPH 6702 and 7202 from 4 to 3 credit hours

- [Department of Public Health, Memorandum of Request](#)

- [GCC 2016-01-20 Meeting Minutes](#) – committee discussion, request for amendment of proposal, and approval of change

New Course Adoption:

College of Health and Human Performance

- [ATEP 6180 New Course Form](#)
- [GCC 2018-10-03 Meeting Minutes](#) - committee discussion and approval of course adoption

College of Nursing (with online delivery)

- [NURS 8291 New Course Form](#)
- [NURS 8292 New Course Form](#)
- [GCC 2018-02-21 Meeting Minutes](#) – committee discussion, request for amendment of proposal, and approval of change

School of Theater & Dance (study abroad)

- [THEA 3618 New Course Form](#)
- [UCC 2018-11-13 Meeting Minutes](#)

Brody School of Medicine

- [HUMS 7201 New Course Form](#)
- [GCC 2017-11-15 Meeting Minutes](#)

Conclusion

ECU publishes its credit hour policy on its Policy Manual website and places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Curriculum committees at departmental, college/school, and institutional levels, composed primarily of faculty with appropriate academic qualifications, review and determine the amount and level of credit awarded for each course. Curriculum committees apply the university's policy to all courses, regardless of format or mode of delivery.

R - 10.9

Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) does not transcript any courses or credits as its own when offered through a cooperative academic arrangement. These courses are recorded as transfer hours in official transcripts. ECU has no joint or dual academic degrees with another institution.

ECU is a constituent institution in a statewide distance education agreement, UNC Online (UNCO). When an ECU student completes a course through UNCO, the earned credit hours are transcribed as transfer hours. The [UNCO Memorandum of Understanding \(MOU\)](#) describes the purpose of UNC Online as "permitting students to complete their program requirements in a timely manner by providing them with course offerings and course delivery modes that might not be available at their home institutions (defined as the institution in which the student is enrolled)." As stated in the MOU, "The UNCO inter-institutional registration process is multi-institutional in nature and requires UNC system institutions to collaborate on common practices." The MOU then outlines the common practices for course listings, student eligibility, student registration, grades, billing, financial aid, institutional calendars, provision for a custodian to receive FERPA-protected student information, and terms of termination of the agreement.

[The letter of notification to SACSCOC](#) and [response letter from SACSCOC](#) are provided here. As stated in the MOU, the initial term of the agreement is from 2018-2021. ECU evaluates the UNCO agreement on an ongoing basis through an annual update on overall enrollment trends and program level enrollment trends. The MOU states that "all parties may terminate this MOU with one academic calendar term prior written notice for any reason."

Conclusion

In summary, ECU does not transcript any courses or credits as its own when offered through a cooperative academic arrangement. These courses are recorded as transfer hours in official transcripts. ECU has no joint or dual academic degrees with another institution.

CR - 12.1

Student Support Services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (hereafter, ECU or the institution) annually supports the growth, development, and learning of nearly 29,000 undergraduate, graduate, and professional students. All academic and student support programs, services, and activities are aligned to ECU's mission.

Mission:

To be a national model for student success, public service and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

Approved by the Board of Trustees in July, 2013

Approved by the Board of Governors in February 2014

ECU's academic and student support services specifically focus on [maximizing student success](#) by helping our students develop the knowledge and skills needed to successfully reach their educational and personal goals. This narrative documents the range of services that ECU provides to support student success at all stages from orientation through graduate education.

ECU Student Body

Many of the ECU's programs and services satisfy the needs of the general student population, such as the Office of the Registrar, Office of Student Financial Aid, Student Health Services, and Campus Dining. Other programs and services specifically benefit sub-groups of students such as first-time first year, transfer, special needs, honors, distance

education, graduate, international, medical, and student athletes. As such, the University provides a comprehensive and changing variety of coordinated student academic and support programs and services outside the classroom, thereby designed to enhance the learning and development of students at all points in the educational continuum consistent with ECU's mission.

ECU recognizes the value of co-curricular programs and student services in the provision of a supportive learning environment for all students, regardless of location. Most student support programs, services, and activities are administered collaboratively through East Carolina University's Divisions of [Academic Affairs \(modified org chart\)](#), [Student Affairs, \(org chart\)](#), and Health Sciences inclusive of the College of Nursing, the Brody School of Medicine, and The School of Dental Medicine.

Enrollment Services

The [Office of Enrollment Services](#) supports the mission of the institution through its commitment to supporting students at every step from their application for admission, financial aid and academic advising to providing transcripts for a graduate's first job. Enrollment Services and its affiliation of offices provide quality, timely services for student recruitment, retention and student success at East Carolina University. As a whole, Enrollment Services support students from their application for admission, financial aid, and registration in classes to providing transcripts for a graduate's first job. Enrollment Services also supports students during their collegiate experience by offering scholarship opportunities, academic advising, academic skills coaching, and athletics student development. Each of the offices highlighted below is staffed with experienced and dedicated staff willing to assist students in every way possible.

Office of Undergraduate Admissions

The [Office of Undergraduate Admissions](#) provides competent, courteous, respectful and efficient professional service to prospective students and their families as they navigate through the inquiry, application, decision and enrollment process at East Carolina University. This office is committed to ensuring that prospective students receive the equity and access required to achieve academic goals.

Office of Student Financial Aid

The [Office of Student Financial Aid](#) plays a critical role in making sure that students have access to the financial resources they need to enter and complete their college studies. The financial aid office supports students in identifying and securing financial resources to assist students in achieving a quality education and support their academic objectives. [ECU's Call Center](#) is the telephone gateway to the Financial Aid and Cashier's offices. The office staff answers general information questions and assists callers with referrals to appropriate web resources and/or connects them to University offices to get their questions resolved.

Office of the Registrar

The [Office of the Registrar](#) is responsible for the integrity of all student records in accordance with the [Family Educational Rights and Privacy Act](#). Processes for maintaining the security, confidentiality, and integrity of student records are detailed in [\(link to website description\)](#) The efficient communication of registration information to students and the smooth operation of the course registration process are essential to making sure that students complete their courses in a timely manner and in accordance with their educational plans.

Office of Retention Services and Undergraduate Studies

The [Office of Retention Services and Undergraduate Studies](#) (RSUS) supports the improvement of undergraduate academic education by offering programs and services such as academic advising, the [Pirate Academic Success Center](#) (PASC), [ECU Excels](#), [It Just Takes One](#), and [Starfish](#), an early alert and connection tool. The office also works in collaboration with other university initiatives and programs geared toward improving the undergraduate experience with specific focus on retention, persistence, and graduation. Each of ECU's individual colleges participates in the [Academic Advising Collaborative](#). The mission of the East Carolina University Academic Advising Collaborative is to guide, serve and support students by partnering with academic departments and support services, to promote diverse educational experiences, and to foster professional success and responsible citizenship. Students have easy access to many published and service resources (such as academic plans by major for entering freshmen and community college transfers) designed to support their educational planning and assist their transition through to completion of degree. Students enrolled via [Distance Education \(DE\)](#) also have access to advisement.

Major Advisement Program

The [Major Advisement Program \(MAP\)](#) provides specialized advisement services for those students who need additional support and guidance, such as those who are undecided or reconsidering majors, who are experiencing academic difficulty, or who have been readmitted to ECU. ECU advisors created MAP to assist students in making this important decision through individualized self-assessments, as well as career and major exploration. Additionally, students receive an increased awareness of available campus resources and a stronger link to the campus community.

Athletics Student Development The [Department of Athletics](#) is committed to excellence, integrity, and enthusiasm. The program, comprised of 18 varsity sports (eight for men and ten for women), belongs to the American Athletic Conference (AAC). The [Student Development Department](#), offers student services to over 400 student-athletes competing in the ECU athletics program and is accredited by the [NCAA](#). The Office of Student Development is committed to the success and graduation of its student-athletes by providing extensive services and diverse experiences to promote academic achievement, leadership, and personal growth. The office supports student-athletes transition to college through orientation, advising, and social activities with the intent of supporting each student-athlete to degree completion.

Office of Global Affairs

The [Office of Global Affairs](#) inspires, leads and facilitates the achievement of global competitiveness by our students, our faculty and our institution through the provision of on-campus programs, the establishment of international opportunities and the creation of mechanisms through which the international understanding and movement of students, faculty and staff is encouraged and accomplished. Domestic students have numerous opportunities to study abroad as well as participate in globally focused co-curricular programs. The Office of Global Affairs works with a variety of departments across campus to facilitate and support student travel as well as leverage global learning expertise.

The Office of Global Affairs provides assistance to prospective international undergraduate students planning to study at East Carolina University. The office collects all the required application documents, makes admissions decisions, evaluates foreign transcripts, issues

immigration documents and sends out acceptance packages. The office also coordinates the [International Student Orientation](#) and a variety of transitional support services such as the [First Friends Program](#), [employment](#), and engagement in the [International Student Association](#).

Office of Academic Outreach, Continuing and Distance Education

The [Office of Academic Outreach, Continuing and Distance Education](#) (AOCDE) links distance education (DE) students to appropriate support staff in key University offices. From admission to graduation, ECU provides a system of support services that acknowledge the challenges students away from the campus have in meeting the responsibilities of their families and careers in order to be successful in their academic endeavors. Successful distance education programs require commitment, collaboration and cooperation from all facets of the university. The AOCDE's mission guides its staff in assessment of each individual situation and not to simply direct students elsewhere to address their needs, but to ensure a successful resolution. These services provide essential support for DE students as they make progress in online programs. ECU's regulations and procedures regarding distance and correspondence education are described in R-10.6.

Rather than develop alternative systems for DE students, ECU has developed web based processes that support all students, both DE and campus. Dedicated e-mail addresses for both prospective students, online@ecu.edu, and current students, onlineservices@ecu.edu, in addition to a toll free number staffed by student service specialists, help students navigate the online resources available to them. They provide a single point of contact for distance-education students. (AOCDE) is charged with assisting ECU students away from the campus by identifying the nature of their concerns and marshaling the resources of multiple offices to bring that concern to a successful conclusion by providing students with general information, policies and procedures, and referrals to other support services on campus. AOCDE publications and the Options for Adult Learners website provide information about admissions, advising, registration, bookstore services, library resources and other university services. The [Online Distance Education for Adult Learners](#) website provides a dedicated portal where DE students can access services from across the campus. An online orientation helps students become familiar with the resources available to them. A series of tutorials guide them through processes through which they can interact with the university online and become successful DE students. A communication plan developed by AOCDE provides DE students with an email welcome each semester directing them to the resources and services of the office as well reminders throughout the semester with important dates and deadlines.

Division of Student Affairs

Student Affairs supports the mission of the institution through providing programs and services that optimize student learning and leadership, builds a safe supportive and welcoming campus community, fosters the emotional growth and personal development of students, and makes a positive contribution to the overall student experience.

Student Transitions

The [Office of Student Transitions](#) provides programs and services to ease new students in their transition to East Carolina University, and New Student Orientation is one program offered. Undergraduate [orientation programs](#) at ECU are specialized to meet the needs of entering freshmen and [transfer students](#). New Student Orientation is designed to promote student personal academic success and individual development. Informative presentations, small group discussions, academic advising, and registration are designed to help students enter the University informed and confident about their upcoming years at East Carolina University. During the program, special sessions facilitated by university administrators and faculty members are offered to provide students and their families with information about the University.

The Office of Student Transitions welcomes students to the new academic year through convocation and offers a diverse array of [First Year Programs](#) such as [Pirate to Pirate Mentoring Program](#), [Camp P.I.R.A.T.E.S.](#), and [Pirate Read](#): ECU's Common Read Program to prepare students for the college-level environment, learn about resources on campus, and development leadership skills. [COAD 1000](#) is a course specifically designed to assist freshmen in being successful in their first year of college and beyond. Taught by academic advisors and student life personnel trained in understanding college student development and the academic and social issues encountered by college students, course topics include understanding the transition from high school to college, student development and motivation, goal-setting, learning styles, memory development, listening skills, note-taking skills, communication, critical - thinking skills, ECU academic rules, and career development issues.

Career Services

[Career Services](#) serves all students in their career development to succeed as professionals in a global community through strategies that encompass career exploration, career readiness initiatives, and opportunities to engage with employers. Methods of delivery include career counseling sessions, classroom presentations, programming, career fairs, interviewing, networking opportunities, internships/co-ops, and technology such as Handshake. Career Services also provides assistance to alumni up to six months post-graduation. Alumni can attend ECU career fairs and retain access to all online resources in perpetuity. Career Services operates on a Career Liaison Model, providing each academic college with a designated career counselor to provide direct services. In addition, a special populations career counselor serves deciding students, student-athletes and the graduate school. Career Services utilizes a wide variety of strategies to reach students and contribute to their career development and learning. Career Counselors meet with students in one-and-one appointments/walk-ins, present to classes, groups and organizations, and teach classes ([COAD 1000](#) and Careers in Biology). The department also creates and prints educational guides and brochures that can be shared in appointments, presentations, events, and online.

Campus Living

[On-campus Living](#) affords each resident with a supportive and learning-centered environment in three campus locations inclusive of 15 residence halls. [Programs to Enhance the On-Campus Experience](#) include the First Year Experience, Finding Opportunities to Connect Undergraduates with Service (F.O.C.U.S.), the Jarvis Leadership Program, the Global Community Program, Music Living and Learning Community, the Engineering Learning Community, Wellness Living Learning Community, and Honors Living Learning

Community. There are currently 30 [Campus Dining Locations](#) on the main and Health Sciences Campus offering students a variety of convenient and healthy dining options to fit their individual taste, schedule, and geographic needs. Free podcasts available through iTunes offer both residents and commuters a unique and portable source of important information about smart nutrition choices, menu options, and eco-friendly tips for dining on or off-campus. The [Resident Handbook](#) provides information on services provided in the residence halls, dining locations, standards for residence hall living, and safety and security matters. Because enrollment far exceeds on-campus housing capacity, [Off-Campus Student Services](#) provides programs and services to meet the needs of commuter students and encourage involvement in campus life beyond the classroom. This outreach is critical to ensuring that all ECU students feel engaged as members of the University community, regardless of where they live. Free, safe, and dependable transportation is readily available for all students via the [ECU Transit](#), supplemented by [Safe Ride](#), a point-to-point van service that operates to supplement the bus transit system.

Student Involvement and Leadership

[Student Involvement and Leadership](#) (SIL) offers a broad range of co-curricular, cultural, educational, recreational, and social programs, which supports the university in achieving its mission of being the cultural center of the region. SIL provides operational oversight for two campus student centers. In January 2019, East Carolina University's new 210,000-square-foot [Main Campus Student Center](#) opened its doors to students, faculty and staff, alumni, and friends of ECU for the first time. The new hub of campus is double the size of [Mendenhall Student Center](#) (MSC), ECU's previous main campus student center, which was built in 1974. The new building is silver-level LEED certified with six dining options, a grand ballroom capable of seating 1,800 people, and a jumbo outdoor movie screen. Additional facilities and services available include an information desk; study and TV lounges; meeting, conference, and multi-purpose rooms; a black-box theatre; Central Ticket Office and Central Reservations Office. The Main Student Center serves as the home for all major departments associated with Student Involvement and Leadership. The state-of-the-art 75,000 square foot [Health Sciences Student Center](#) opened in 2016 and is the first standalone student center on a medical campus in North Carolina as well as one of the few in the United States. This multi-purpose facility houses various student services, activities, and a full-service 25,000 square foot recreation and wellness center. The center serves the students, faculty, staff, and guests of the Health Sciences Campus, bridging community, service, and leadership across programs and campuses.

Student Activities and Organizations

While at MSC, students can visit The [Office of Student Activities and Organizations](#) to access resources and information regarding professional and personal development opportunities and attend educational seminars/ training programs and social and cultural activities that are supported by the [Student Activities Board \(SAB\)](#). ECU has over [450 campus organizations](#) within 22 different interest categories such as academic, arts, cultural, graduate, leadership, medical, military, recreational, religious, and service. Examples of organizations include the four national [Greek Councils](#), and the [American Fisheries Society](#). [The Student Government Association \(SGA\)](#) provides an official voice for expressing all students' opinions and a portal for participation in those decisions affecting students.

Greek Life

[The Department of Greek Life](#) provides students a unique opportunity to join fraternities and sororities during their college experience. Through this department a student will receive

academic support, opportunities to develop leadership skills and participate in hands on civic engagement and community service. Greek Life is composed of [four councils](#): Interfraternity Council (IFC), Panhellenic Council (PHC), National Pan-Hellenic Council (NPHC), and Multicultural Greek Council (MGC) comprising 38 fraternities and sororities with a membership of more than 3,000 students.

Intercultural Affairs

The [Department of Intercultural Affairs](#) cultivates a transformative and culturally competent community centered on inter- and intra-cultural learning. Through collaboration, Intercultural Affairs develops co-curricular programs and services that facilitate cross-cultural dialogue, promotes cultural competency development, and engages the community in reflective experiences that encourage self-exploration and challenges bias of race, ethnicity, gender, gender identity, religion, sexual orientation, disability, social class, or other distinctions. Signature programs include the NC Civility Summit and the Social Justice Symposium. Three cultural centers comprise the Department of Intercultural Affairs to help prepare students with the knowledge, skills and values to succeed in a global, multicultural society.

1. Ledonia Wright Cultural Center

The [Ledonia Wright Cultural Center](#) (LWCC) seeks to create and maintain a supportive and inclusive campus environment through programming, services, and advocacy. Named for a popular and respected university professor who advised the university's first African-American student organization, the LWCC, serves as a facility for research, educational programming and as the repository for the university's collection of African and African-American art. LWCC provides assistance and advisement on the recruitment, retention and graduation of multi-ethnic students, and provides multi-ethnic students with opportunities to communicate their concerns. Notably, LWCC serves as the home for heritage month celebrations; signature programs such as Martin Luther King Jr. celebration, culture Fest, and ALANA; discussion groups, and the CULTURE Board.

2. Dr. Jesse R. Peel LGBTQ Center

The landmark creation of the newly named [Dr. Jesse R. Peel LGBTQ Center](#), the largest center of its kind in the UNC system, serves as a safe and welcoming environment that promotes understanding, acceptance, and visibility of the LGBTQ community. The Peel LGBTQ Center features expanded study and lounge areas, staff offices, a conference room, and a lending library of more than 500 titles. Throughout the year, students may participate in educational programs, special events, and national campaigns such as national speakers, movie series, National Coming Out Day, Transgender Day of Remembrance, World AIDS Day, "Gay? Fine by Me," Bisexual Awareness Week, Asexual Awareness Week, and Transgender Day of Visibility. All members of the university community are welcome to participate.

3. Women and Gender Office

Opened in Spring 2019, [the Women and Gender Office](#) (WGO) serves students, faculty, and staff at ECU from its office in the new Student Center. Resources include: a lending library, a social and collaborative work space, and office space for our staff. The WGO offers educational programs and events throughout the year focused on advocacy, celebration, and education. Additionally, the WGO collaborates on campus-wide initiatives and events

such as Pledge Purple, a yearlong initiative focused on education and advocacy with the goal of ending sexual violence, harassment, and bullying. While the WGO primarily provides educational programs and services to support women-identified students and members of the ECU community, all gender identities and expressions and/or gender equity allies are welcome.

Leadership and Civic Engagement

The [Center for Leadership and Civic Engagement \(CLCE\)](#) provides opportunities, support and experiences for students to engage in the leadership process by developing competencies, building meaningful relationships and enhancing personal growth. The Center is intentional in creating co-curricular opportunities for students to create positive sustainable change in real-life situations, grounding all leadership and engagement experience in a variety of interdisciplinary theories, models and concepts along with the guiding principles embedded in the integrated leadership framework. Program offerings are diverse ranging from emerging leader engagement in the Emerging Leaders Program for first year students, the Greek Emerging Leaders, and the Walter and Marie Williams Leadership Awards Program; to deepened engagement in The Leadership Challenge, The Organizational Leadership Challenge, Advanced Leaders, and Multi-Cultural Leader Symposium. Special events feature a variety of conferences including the statewide, reading circles, and a leadership movie series.

Consistent with ECU's mission statement, the CLCE also engages students in effective [volunteer and community-based learning activities](#) in order to strengthen communities, promote commitment to civic responsibility, and enhance the academic experience. Encouraging these activities supports the development of students who understand the important role that they play as individuals within the global community with special emphasis on awareness of community issues, respect for diversity, and leadership development. Volunteer opportunities include the [Campus Kitchen](#) program that pairs ECU students with the local food bank, the ECU [READS/Writes/Counts](#) tutoring partnership with local elementary schools, and events like [Holocaust Awareness Day](#). A popular student activity is the [Alternative Spring Break \(ASB\)](#), designed to educate students about specific social issues by immersing them in diverse cultures and environments across the country through service-learning. CLCE also serves as a key resource center for connecting students, faculty, and community partners in a diverse range of [service-learning courses](#) offered for academic credit.

Recreation and Wellness

[Campus Recreation and Wellness \(CRW\)](#) supports and encourages balanced, healthy lifestyles for the diverse ECU community by providing leadership development through educational and recreational programs. Students may take advantage of the award winning [Student Recreation Center](#) operated by the department on the main campus, which sponsors everything from [outdoor adventure trips](#) to [club sports](#) to [personal training](#). Activities emphasize the development of the whole student, focusing on student leadership, a sense of community, as well as fun and enjoyment. For students who seek an informal athletic experience, ECU's [intramural sports program](#) provides men's, women's, and co-ed leagues, tournaments, and events in a wide variety of team sports and activities. With a range of competitive levels, all interested students can find activities that fit their abilities. Leadership development is facilitated through the [Team Training Center](#) with an Odyssey Course located at the [North Recreational Complex](#) and the Alpine Tower and Low Course located at the Blount Sports Complex. Student well-being is reinforced through the [eight dimensions of wellness programming](#) framework (occupational, physical, emotional, intellectual, spiritual, environmental, social, and financial). The importance of healthy living

is promoted by the student-run [Healthy PIRATES/Peer Health Program](#) and educates students on a range of topics. Peer health educators are students trained to teach fellow students about pertinent health issues. The wellness program also serves as a collaborator with Campus Living sponsoring the [Wellness Living-Learning Community](#).

Campus Recreation and Wellness offers a multitude of activities and outreach to students on Health Sciences Campus as well. The [Health Sciences Student Center Recreation and Wellness space](#) opened in May 2017. The 28,000 square foot facility houses cardio and weight training areas, a functional training room, group fitness studio, two basketball courts and a wellness center. Programming at the facility, geared towards health sciences students, commuters and graduate students includes fitness classes, wellness sessions, intramural and club sport activities, and team training. Outreach on the campus includes collaborations on numerous events including the smoke-free campus initiative, health and fitness walks, and childhood cancer awareness.

Health, Safety, and Specialty Support Services

Dean of Students Office

ECU acknowledges that effective learning cannot occur if students fear they are at risk in their surroundings. Located in the Division of Student Affairs, the [Dean of Students](#) is committed to providing a safe and secure learning environment by offering to assist distressed individuals and connecting them to appropriate campus resources. In addition, the Dean of Students Office offers the campus community a portal for reporting behavioral concerns to professionals on campus that can assist with solving the issue.

Student Legal Services

[Student Legal Services](#) is an advisory service directed toward helping students determine whether representation by a lawyer is needed or beneficial in a given situation. Mediation services and areas of advising may include landlord-tenant and lease issues, advice on city codes, minor criminal matters, restraining orders, residency, and insurance issues.

Student Health Services

[Student Health Services](#) operates a primary healthcare facility located conveniently on the main campus. Dedicated professionals (physicians, nurses, PAs, etc.) provide quality healthcare to enrolled students, offering a comprehensive list of preventative and medical services (such as HPV vaccinations and smoking cessation advice) to support the overall health and well-being of the campus community.

Counseling Services

Counseling services are also committed to serving distance education students. The [Center for Counseling and Student Development](#) has an [online screening program](#) for distance education students as well as a network of counselors across the country that students can be referred to. ECU cannot provide further counseling services to distance education students beyond the aforementioned screening program and referral services because of privacy concerns.

Student Rights and Responsibilities

The [Office of Student Rights and Responsibilities](#) promotes student awareness and understanding of (student) rights and responsibilities as community members, engaging students in ethical decision-making. It upholds the academic integrity and behavioral standards of the University by adjudicating violations of the [Student Code of Conduct](#) in a fair and consistent manner, treating each student with dignity and respect. The office seeks to instill in students a sense of responsibility for their behavior both on campus and off campus.

Disability Support Services

The [Department for Disability Support Services \(DSS\)](#) is responsible for ensuring that individuals with disabilities have access to reasonable accommodations and services. The department provides resources, information on policies and procedures, and the forms necessary for support of students presenting with ADD/ADHA, deaf and hard of hearing, learning disabilities, medical, mobility, psychological, and visual impairments. Student support also includes facilitating access to assistive technology, accessible parking permits, and accessible textbooks.

Social and Student Media

[Student Media](#) has an impact on the student body at ECU in many facets, such as providing informative up-to-date information, but more importantly, Student Media provides a working laboratory for the students to gain actual skills that can be used in the media markets they choose upon graduation from ECU. These outside-the-classroom activities are a great example of true co-curricular engagement and a way to reinforce what is being taught in the classroom and read in their textbooks. At ECU, the students are exposed to all types of media such as print and electronic forms. Currently, ECU offers [WZMB 91.3 FM](#) (student radio station), The [East Carolinian](#) (student newspaper), [The Buccaneer](#) (student yearbook), and [Rebel](#) (student literary magazine). Many of these media outlets have won national awards such as the Pacemaker Award, among several others. Social media is also a great way for student services and the Division of Student Affairs to connect with the students about special events. A majority of the Student Affairs units have Facebook, Twitter, Instagram etc. accounts that the students automatically recognize and relate to for what they need for engagement, involvement, and maturation at ECU.

Academic Support Services

Academic Affairs supports the mission of the institution through its commitment to maintaining and delivering the highest level of academic instruction, support and guidance needed for 21st century success.

Pirate Academic Success Center

The [Pirate Academic Success Center](#) (PASC) offers free tutoring, study groups, academic skills coaching, mentoring assistance, community tutoring, and learning communities for ECU enrolled students. [Tutoring](#) is available by appointment in most 1000 and 2000 level and select upper division courses each semester and summer sessions. The PASC also hosts night drop in tutoring Monday, Tuesday, Wednesday from 6:00pm – 8:00pm and extended appointment hours on Monday, Tuesday, Wednesday and Thursday evenings from 5:00pm to 8:00pm. Course specific tutoring and study skills resources are available to ECU students

on Blackboard (Bb). The Bb tutoring sites contain helpful videos, recorded workshops, and test reviews. Tutor Matching Service (TMS) is an online tutor list that matches students with PASC tutors for tutoring sessions for ECU courses. PASC staff have collaborated with Tutor Matching Service for the convenience of students who either opt to not use PASC services or would rather have a private tutor. TMS tutors offer their services on a pay-per-session basis. PASC houses multiple [learning communities](#), called CREWS. PASC CREWs are designed to help new Freshmen or Transfer students successfully transition to ECU. CREW members receive academic and college life transition coaching, peer academic mentoring, social and cultural activities, priority tutoring, STARFISH monitoring, enrollment in common classes, and learning center employment opportunities.

Advising

The mission of the East Carolina University [Academic Advising Collaborative](#) is to guide, serve and support students by partnering with academic departments and support services, to promote diverse educational experiences, and to foster professional success and responsible citizenship.

The Academic Advising Collaborative is comprised of professional and faculty advisors. Most advisors are currently housed within college advising centers, several advisors are housed within a program, and some advisors are housed within the Academic Advising and Support Center (AASC) which serves as a hub for the Professional Advising Collaborative (PAC). Within this structure, undergraduate advising follows one of three models:

1. Students are assigned to a professional advisor from entrance through to graduation. (Colleges: Allied Health Sciences, Arts and Sciences – Criminal Justice Business, Engineering and Technology, Fine Arts and Communication, Health and Human Performance-Rivers)
2. Students are assigned to professional advisors until they are declared in their major. At that time, students are assigned to a faculty member in their major. (Colleges: Arts and Sciences, several programs within Education and Health and Human Performance-Belk)
3. Students work with a faculty advisor from entrance through graduation. (Several Departments in Arts and Sciences)

Student Athletics Tutor and Mentor Program

The ECU Department of Athletics Student Development Office offers current student-athletes academic support through the [Tutor and Mentor program](#). The program consists of structured team study halls, individual and group tutoring, mentors, and study skills workshops which are provided to student-athletes at no cost. The program staff is selected from among the top students at ECU, who undergo a structured training program to ensure the highest quality of services are provided, resulting in many successful experiences for all involved.

Trained tutors provide support in a variety of academic courses enabling student-athletes to experience success when working independently. Academic mentors help student-athletes develop positive study habits and organizational skills. Structured, monitored study halls are provided as a means to assist student-athletes in learning better time management and goal setting skills.

Academic and Student Support Services Integrated Within Colleges

The Honors College

The mission of the [Honors College](#) at East Carolina University is to recruit, engage, and retain exceptionally talented students and to challenge them to attain high levels of academic achievement. Each year a cohort of up to 200 students is accepted to the Honors College. The Honors College fosters a diverse intellectual community dedicated to excellence in the pursuit of knowledge, skills, and experiences within an innovative multi-disciplinary learning environment especially designed to prepare tomorrow's leaders. They are required to live in the [Honors Living-Learning Community](#) for their first year and participate in co-curricular programming. Honors students have access to unique opportunities designed to enhance their learning experience, such as the [EC Scholars](#). The EC Scholars program is a merit scholarship program (\$40,000 over eight continuous semesters) offered to high ability students who exhibit outstanding academic performance, engagement in the community, effective leadership skills, and embrace a study abroad experience.

College of Business

East Carolina University's [College of Business](#) (COB) provides an engaging learning environment for the leaders of today and tomorrow while expanding business knowledge and serving our communities. The foundation of our mission is the integration of four critical elements: Think, Value, Communicate, Lead. To support the College in this endeavor, the [Center for Student Success](#) (CSS), is a one-stop shop where our more than 4,300 students receive personalized support from a top notch-group of knowledgeable, caring staff and faculty. The CSS consists of the COB [Advising Center](#), COB [Business Communication Center](#), COB [Career Center](#), and COB [Graduate Programs](#). The CSS also works with the more than 16 COB [Student Organizations](#). The COB Advising Center provides academic support and guidance to our more than 3,500 undergraduate students. Educational and social activities are designed and implemented by the academic advisors to enhance the academic experience such as our Taking Care of Business Series, Lunch with the Dean, and Academic Success Workshops. The [College of Business Living-Learning Community](#) gives first-year business students a unique residential learning experience that connects classroom learning with residence life. Students enjoy the typical advantages of living on campus in a residence hall with the added benefit of living among other students who share their academic goals and interests. The Advising Center oversees the COB [Peer Mentor program](#) where current COB students serve as mentors and role models to first-year business students. They participate in all COB events that are planned for first-year students and hold weekly office hours to meet with students. The [Graduate Programs Office](#) provides academic support and resources to our more than 730 graduate students enrolled in the Master's in business administration (MBA), Masters of Science in Accounting (MSA), Doctor of Medicine and Master of Business Administration, (MD/MBA), Master of Science in Sustainable Tourism and Hospitality (MS-STH), and 13 graduate certificates. The [Business Communication \(BCC\)](#) strengthens undergraduate and graduate students' communication through workshops, class instruction, coaching, partnerships with faculty, and online tutorials. The [COB Career Center](#) provides personalized coaching and support to undergraduate and graduate business students as they prepare for a career beyond ECU. The Career Center helps students identify and explore career options that best suit their strengths and assists them in developing an effective strategy to attain specific career goals. The Center is highly committed to matching our students with quality internships and full-time positions. Our internship program has proven to be extremely

successful and serves to provide companies with topnotch students who have the skills knowledge and enthusiasm to achieve their greatest potential.

The College of Engineering & Technology

The [College of Engineering & Technology Advising Center](#) in the College of Engineering and Technology provides year-round student services for its almost 3000 undergraduate, graduate, on-campus and online students, including undergraduate and graduate academic advising, educational/academic programming, and career support. Advisors provide academic guidance from the start of, and sometimes before, a student's academic career, through graduation and into their next steps beyond that level. These discussions include pre-admission advising, academic questions and concerns, registration, career goal guidance, and other life discussions. Graduate assistants within the advising center provide student support for degree work and registration issues to supplement the advisor discussions on a drop-in basis, and provide outreach to pre-admit students into our transfer and online programs. Peer mentors, overseen by the Advising Center, and in coordination with the program advisors, provide direct guidance and assistance to its first year students as they move through their first year at East Carolina University. The advisors are available via drop-in and appointments Monday through Friday, year-round. Although advisors provide initial and general career guidance and discussion, the [Career Development and Leadership Center](#) provides the opportunity for students to further explore their professional and post-graduate careers, take advantage of internship and practicum opportunities, industry tours, and mock interview opportunities. Following the lead of the [Engineering department](#), and their [Engineering Living Learning Community](#), the College has created the CREATE Living Learning Community within its First Year Program to reach all other majors in the college, and is set to begin Fall of 2019. The College provides [scholarship opportunities](#) directly to its students, across all programs and departments, to assist in easing their financial burden as they work towards their professional degrees. Finally, in support of maximizing student success, the College of Engineering and Technology has hired an Assistant Director of Transition and First Year Programs, housed within the College of Engineering and Technology Advising Center, to oversee the academic programming initiatives that support first year students through their transition into ECU and into their second year.

The College of Allied Health Sciences

Baccalaureate, master's, doctoral, and continuing education programs are offered, as are professional speech-language and hearing, physical therapy, and counseling services through three [on-site clinics](#). The [Center for Pre-Professional Advising](#) works with both undergraduate and graduate students interested in studies in health professions and the rehabilitation sciences, in addition to providing pre-dental, pre-medical, and pre-law advising. [Career Services](#) on the Health Science Campus provides a designated career liaison for the College of Allied Health Sciences to assist and guide students in their career development. Student leadership is fostered through engagement in the [Student Leaders Council](#), nine allied health [student organizations](#), and a variety of workshops, seminars, and conferences such as the Interprofessional Health Leadership Conference, the [Jean Mills Minority Health Symposium](#), Lunch & Learns, and Reading Circles.

The College of Nursing

The [Office of Student Services and Advising](#) in the College of Nursing provides a supportive positive environment for more than 1100 undergraduate and graduate nursing students as they pursue their degrees. The office houses the Advising Center, available for intended as well as declared majors. Advisors are available to assist with academic questions,

registration, drop-add procedures and graduation requirements, and are also interested in becoming better acquainted with nursing students as individuals. Because of the rigor of nursing school and the number of students, the [Student Development and Counseling Center](#) is housed within the College of Nursing in the Health Sciences Building. Services provided by this office include: group and individual counseling for academic and personal issues, workshops to increase academic skills and personal development, and assessment and licensure preparation. Referrals are appropriate for freshmen who intend to enter nursing school to students in one of the graduate nursing programs. This office also organizes student orientation and presents a variety of workshops that support student transitions through the course of the academic program. Consultation for student issues is available for all faculty and staff, remembering that student confidentiality is of highest importance. The [Learning Resource Center](#) assures that nursing students have access to basic and advanced learning technologies which enable them to competently perform essential nursing interventions in diverse healthcare environments. Nursing students also have a number of opportunities for leadership engagement in the College through six diverse student organizations and the Student Leadership Council, which serves as an advisory group. Finally, a [Future Pirate Nurse Living Learning Village](#) has been established to bring intended nursing students together in a residential environment that provides encouragement, support and enrichment activities that lead to success in the pursuit of a nursing degree at East Carolina University.

The School of Dental Medicine

[The School of Dental Medicine](#) graduated its first class of 50 students in the spring of 2015 and has a current enrollment of 209 students. The vision for the school is to improve the health and quality of life of all North Carolinians by creating leaders with a passion to care for the underserved and by leading the nation in community-based, service learning oral health education. Service learning is a significant part of the SoDM's unique predoctoral educational model with its network of eight [Community Service Learning Centers](#) (CSLC) located in rural and underserved areas of the state. Dental students spend more than half of the senior year practicing and living in these communities in a way that models how they may practice after graduation. In addition, the SoDM added a [Pediatric Dentistry Residency Program](#) in 2016 in Greenville, NC that accompanies its long standing [General Practice Residency program](#); both programs serving the community and surrounding counties through primary care dentistry. The SoDM has several flourishing service-based [student organizations](#) and numerous state dental board recognized community service events each year providing ample opportunity for students, faculty, staff and residents to provide dental and other services to the community in fulfillment of the school's mission.

The Brody School of Medicine

The Brody School of Medicine provides comprehensive student support services for its 300 students through its [Office of Student Affairs](#). The Brody School of Medicine has an [Office of Admissions](#), which recruits and supports all pre-health students at the undergraduate level and provides group and individual academic counseling for medical and health sciences students. This office provides information regarding the [student profile](#), [financial aid and expenses](#), and [admission requirements](#) along with coordination the [Brody Scholars Program](#). [The Office of Medical Education](#) is responsible for coordinating the [Summer Program for Future Doctors](#). The newly formed [Office of Student Development and Academic Counseling](#) (OSDAC), formerly the Office of Medical Education and Student Development, provides a full range of support services for medical students, consistent with the institution's mission, intended to promote student learning and the development of medical

students. OSDAC promotes the academic success, wellness and development of medical students and resident physicians through a full range of academic support services.

An important aspect of beginning medical school is participation in the [new student orientation](#), in which students are prepared for the rigorous schedule and also get to know their cohort through participation in team building activities. Medical students also have an opportunity to engage in a diverse array of [medical student organizations and interest groups](#) that support the professional development of students through networking, community service, educational activities, and travel to conferences. The [Medical Student Council](#) is an elected governance organization whose purpose is to represent the entire medical student body and serve as a unified voice in the education, political, and social interests of BSOM medical students. Confidential [personal counseling and psychiatric services](#) are provided to medical students via the Carolina Centre, ECU Psychiatry, or Student Health Services at no charge. In support of the Brody School of Medicine's mission of diversity, the Office of Student Development and Academic Counseling is a resource for students, residents, faculty, and staff to remove unnecessary barriers to learning and foster a more diverse community. OSDAC staff members remain aware of ongoing needs of medical students, residents, and faculty through regular involvement in committees and programs and feedback obtained from student surveys. Student development and academic support is provided through numerous programs and services which are advertised through email distribution, website postings, social media, and posted flyers. OSDAC also offers individualized academic support services to assist resident physicians and fellows training at Brody School of Medicine and Vidant Medical Center with meeting their academic goals. Programming and academic support is also provided to students participating in the Summer Program for Future Doctors and Summer Biomedical Research Program.

The Graduate School

The Graduate School provides [admissions services](#) for prospective students, including recruitment and centralized application processes. The ECU Graduate School offers academic support to more than 5,000 students through a variety of electronic resources and print materials. Electronic resources include the [Graduate Catalog](#) (available online), the [Graduate School web site](#), and [various workshops](#) such as the [Electronic Thesis and Dissertation Workshops](#). A [New Graduate Student Orientation](#) event is offered live as well as posted on the Graduate School web site. An online course in Blackboard is also available to all new graduate students that provides orientation information. Students are able to access that course for at least 2 semesters. Graduate school resources are revisited and refined based on informal feedback from program directors and students, workshop assessment instruments, Student Exit Survey data, Student Graduation Survey feedback, and Graduate School Council meetings. The Graduate School website is updated as needed to post announcements and student information. Dissemination of important information is also possible through ECU Official and graduate student listserves. There is a [Graduate & Professional Student Senate](#) (GPSS) that provides a forum for graduate students to bring concerns to the Graduate School and departments. There is also a member of the GPSS who represents students on the Graduate Council which is the main representative body for governance of the Graduate School. The Graduate School promulgates [academic policies](#) that support student progression through their graduate programs. There is also a [student grievance procedure](#) available for students who have concerns and complaints related to their graduate education.

Specialized Academic and Student Support Services

Technology Services

[Campus computer labs](#) in academic buildings, residence halls, and libraries allow students to complete coursework and projects using discipline-specific and office productivity software. Computers are replaced every four years, and hours of operation are posted on the [ITCS website](#). Students can print PowerPoint slides, syllabi, lecture notes, and handouts in these computer labs. The [IT Help Desk](#) is available to help troubleshoot technical issues such as connecting to the network, installing software, and accessing e-mail. Similarly to campus students, distance education students can contact the IT Help Desk through a toll free number, live chat, or by submitting an online service request.

Students access software they need for coursework in the campus computer labs or through the [Virtual Computing Lab \(VCL\)](#) that provides twenty-four/seven free access to software from any location where students have internet access. Students who need to purchase software can do so through ECU Dowdy Student Stores at deep educational discounts. Students can purchase computers through the ACE program. ECU makes recommendations for minimum computer standards based on academic majors, and has vendor contracts through Dowdy Student Stores. ACE provides troubleshooting to all students and warranty support for Dell, Lenovo, and Apple computers. In most cases a loaner computer is available for students while their computer is being repaired. Through the university's OneStopWeb portal, students can add/register for classes and check grades. Students, both on-campus and distance education, can access course content, post assignments, and communicate with instructors and fellow students through [Blackboard](#) and through [Second Life](#), a virtual world environment.

Library Support

[Joyner Library](#) provides a number of academic support services to students, including reference and research assistance provided at a traditional reference desk and by telephone, e-mail and text messaging, course-integrated instruction, individual research consultations, interlibrary loan, and course reserves. The library provides access to more than 400 subscription databases and 40,000 e-journals and offers a diverse collection of print, online, microform, and media resources developed to enhance student learning and support faculty research and service. Students can reserve group study rooms and a presentation practice room. They can view DVDs and videotapes using library equipment. Students may also check out equipment needed to complete coursework, including video cameras, tripods, microphones, iPods, iPads, laptops, and e-book readers. Joyner Library ensures that its academic support programs and services are appropriate to the needs of ECU faculty and students through a variety of methods, including faculty surveys, a student advisory group, focus groups, the Graduating Senior Survey, the Graduate Student Exit survey, assessment of library instruction sessions, LibQUAL+ surveys, input from the Faculty Senate Libraries Committee, gate and circulation counts, assessment of database usage, a subject liaison program, and the interlibrary loan "purchase on demand" program. Housed on the medical campus,

Laupus Library offers academic support for the ECU community. Through the use of gate count statistics, LibQual surveys of students and faculty every four years, and graduating senior surveys, [Laupus Library](#) collects statistics and feedback that inform programming. Laupus Library also contributes to Association of Academic Health Sciences Libraries statistics and benchmarking. Like Joyner Library, Laupus Library supports a liaison librarian program through which librarians are assigned to specific schools, colleges, and

departments to work closely with faculty and students to instruct and promote library services and resources. Additionally, orientations and tours of the library are promoted and encouraged in student coursework.

Student Employment

Students also receive financial support through employment in a variety of positions ranging from hourly work-study and departmental employment to graduate assistant appointments and special project assignments. [The Student Employment Office](#) (SEO) provides support to the entire campus community throughout the hiring process of more than 4000 ECU students on an annual basis. SEO maintains an [online job database](#) to help current ECU students connect with part-time job opportunities both on campus. Working a part-time job on or off campus enables students to apply knowledge and skills learned in the classroom toward future employment. Students who work while going to school have an opportunity to help pay with the cost of their education while gaining experience and valuable skills to enhance their career goals.

Conclusion

East Carolina University provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Sources

R - 12.4

Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (hereafter ECU or the institution) (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

East Carolina University believes in addressing written student complaints in a fair and efficient manner. The [ECU Dean of Students Office](#) is the central campus resource for addressing student complaints and inquiries. Procedures for academic and non-academic student complaints and inquiries are publicly posted for students on the [Dean of Students website](#). The procedures assist students in determining the appropriate method of dealing with complaints and apply to all ECU students, including distance education students, as stated on this website.

Student Complaints (Grievances) and Inquiries

The Office of the Dean of Students provides guidance to the student who makes an inquiry or who believes that there is reason to make a complaint. The Dean of Students' office assists the student by helping the student determine the nature of the complaint and/or the appropriate faculty or staff member or department that should receive the initial complaint.

Definition

A complaint or **grievance** (ECU terminology used) arises when a student believes, based on established administrative policies and procedures, that he or she has been treated in an arbitrary or capricious manner by a University department or a representative of the University.

Student Grievance – Interim Regulation 11.35.01

The [Student Grievance – Interim Regulation 11.35.01](#) was approved on March 26, 2018 in which the Chancellor is designated with institutional authority and is administered by the Associate Vice Chancellor/Dean of Students.

Grievances Covered by This Regulation

A grievance against a University official arises when a student believes he or she has been subjected to inappropriate behavior by a department or University representative (faculty or

staff) acting within their role and duty. A grievance of personal misconduct by a faculty member or other University employee arises when a student believes he or she is the subject of inappropriate behavior outside of the employee's role and duties within the University. By way of example, grievances concerning violations of the [University's Freedom of Expression Regulation](#) may be addressed under this Regulation.

Issues of Sexual Harassment or Discrimination

The University prohibits unlawful discrimination on the basis of sex or gender in any of its education or employment programs and activities. To that end, the Regulation on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972 ("Title IX"); Title VII of the Civil Rights Act of 1964 ("Title VII"). Such behavior also requires the University to fulfill certain obligations under the Violence Against Women Reauthorization Act of 2013 ("VAWA") and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"). These issues should be referred to the Title IX Coordinator. More specific information regarding formal complaints related to Title IX: Sexual Conduct is addressed in Section 13.8.

Grade Disputes Are Not Covered by This Regulation

The [grievance process for grade disputes](#) can be found in the Academic Regulations section of the University Catalogs located on the Office of the Registrar [webpage](#).

Informal Grievance Resolution

Prior to bringing a grievance forward against a University office or representative acting within their role or duty, students are encouraged to attempt a good-faith resolution of the grievance. This attempt may be made with the party directly involved with the disputed matter, or with the head of the department or unit in which the grievance arises. Please note that there are cases when it is appropriate to go directly to the formal grievance resolution process. Attempts at information resolution should be initiated within 30 days of the incident in dispute.

Formal Grievance Resolution

Should a situation arise in which a student is unable to resolve his or her grievance informally, the University's formal grievance process may be employed. This process, outlined below, should also be initiated within 30 days of the failed informal resolution if applicable.

Step I

A formal grievance is presented in writing to the Associate Vice Chancellor /Dean of Students. This written grievance must include the following:

- Name, address and telephone number of the person making the grievance;
- Identification of the office or individual against whom the grievance is brought;

- A description of the specific university action or individual behavior resulting in this grievance;
- The date or period of time in which the behavior occurred and the location of the incident; and
- A listing of all individuals who witnessed any part of the incident in dispute.

Step II

Upon receipt of the formal grievance, a designee is appointed by the Associate Vice Chancellor/ Dean of Students to investigate the dispute. If the grievance involves a University office or representative acting within their role or duty, the investigator determines the involvement of pertinent supervisors, department chairs and deans in the investigation. Depending upon the grievance, pertinent data (interviews, etc.) will be gathered by the investigator or the university office involved in the grievance. This data is then presented to the department for resolution.

If the grievance is based on personal misconduct by a faculty member or other university employee, the investigator gathers pertinent information and presents it to either the Provost (faculty complaint) or the Director of Employee Relations & Staff Development (staff complaint).

Complaints Against ECU (Unresolved within the Institution)

According to the Student Grievances and Inquiries page of the Dean of Students website, if a grievance cannot be resolved after exhausting East Carolina University's procedure described above, the student may file a complaint with the following agencies:

- North Carolina Post-Secondary Education Complaints, c/o Student Complaints, The University of North Carolina System, 910 Raleigh Road, Chapel Hill, NC 27515-2688, Telephone (919) 962-4550. Inquiries may be made via [email](#) to the office or by visiting the website [The UNC System: NC Post-Secondary Education Student Complaints](#) and completing the [Student Complaint Form](#).
- The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 1866 Southern Lane, Decatur, Georgia 30033, Telephone (404) 679-4500. A grievance may be filed using the [Complaints Against Institutions: Information Sheet and Form website](#) to inform SACSCOC of the complaint.
- Grievances about East Carolina University may also be filed with the student's home state by referring to the following list of [state agencies](#).
- Distance Education (DE) students not residing in North Carolina and enrolled in East Carolina University (ECU) may submit complaints to [SARA North Carolina](#) only after completing the complaint process established by ECU. The SARA portal entity in the state where the student is located will be notified that the complaint was received and may assist as needed. Resolution of the complaint by the SARA portal entity in the institution's home state is final. Further information regarding DE student complaints can be found in [principle 14.3](#).

SARA North Carolina--North Carolina State Education Assistance Authority ([SARA-NC](#))
P.O. Box 14103

Research Triangle Park, NC 27709
T: (855) SARA-1-NC (727-2162)
T: (919) 549-8614 ext. 4660
Email: information@saranc.org

Appeals

There are formal established appeals processes in place for student grievances that involve an appeal of a variety of University policies. The following are policies and procedures for the areas in which students are most likely to make an appeal:

- [Suspension and Readmission Policy](#)
- [Graduate Academic Appeals](#)
- [Undergraduate Grade Appeals](#)
- [Graduate Student Grade Appeals](#)
- [Parking Appeals](#)
- [Judicial Appeals \(Student Code of Conduct\)](#)
- [Academic Integrity Appeals \(Student Affairs\)](#)

Examples of Dissemination of Policies and Procedures

The institution primarily utilizes the [ECU undergraduate catalog \(index\)](#), [graduate catalog \(index\)](#), and institutional webpages to disseminate information related to student grievances and appeals.

The Dean of Students Office has a [Dean of Students - Policies, Rules, Regulations, and Procedures](#) webpage, listing a variety of policies affecting students along with a [Student Grievances and Inquiries](#) webpage providing information about how to address student complaints. Any student with a grievance follows the procedure and submits a form either electronically or by visiting the office of the Dean of Students. The Dean of Students Office keeps an electronic record of student grievances originating through this portal.

- **Academic integrity** procedures are outlined in the [undergraduate catalog \(Academic Integrity\)](#) and [graduate catalog \(Academic Integrity\)](#), and on the [Office of Student Rights and Responsibilities: Academic Conduct Process](#) webpage.
- **Academic policy appeal procedures for undergraduate students** are outlined in the [Undergraduate Catalog \(Academic Policy Appeal Procedures\)](#) and on the [Office of the Registrar webpage: Academic Appeals](#).
- **Academic policy appeal procedures for graduate students** are outlined in the [Graduate Catalog \(Academic Policy Appeal Procedures\)](#) and on the [Graduate School webpage: Appeals Procedure](#).
- **Grade appeal procedures for undergraduate students** are outlined in the [Undergraduate Catalog \(Grade Appeal Policy\)](#) and on the [Office of the Registrar webpage: Grade Appeal Policy](#).
- **Grade appeal procedures for graduate students** are outlined in the [Graduate Catalog \(Grade Appeal Policy\)](#) and on the [Graduate School webpage: Grade Appeal Procedure](#).

- The **Student Code of Conduct** (Student Conduct Process) is available on the [University Policies, Regulations and Rules webpage: Student Conduct Process](#) and from a link on the [Office of Student Rights and Responsibilities: Non Academic Conduct Process](#) webpage.
- Policies for **student conduct in residence halls** are available in the [Resident Handbook](#) and on the [Campus Living](#) webpage.
- The University policy on **discrimination and harassment** is located within the [Office for Equity and Diversity: University Policies](#) webpage, along with an [online grievance form](#). These policies are also linked from the [undergraduate catalog \(discrimination and harassment policy\)](#) and [graduate catalog \(discrimination and harassment policy\)](#).
- **Financial Aid** appeal policies are located on the [Office of Student Financial Aid](#) webpage.
- **Parking and transportation ordinances** are located on the [Parking and Transportation Services](#) webpage along with the [online system for submitting parking appeals](#).

Sample Documentation of Grievances and Appeals

The following documents provide specific examples of how the policies and procedures regarding grievances and appeals are followed at the University and how those grievances and appeals are resolved:

Appeals and Grievances

- [Academic Integrity Appeal – Suspension case upheld](#)
- [Judicial Appeal – Suspension case upheld](#)
- [Retroactive Term Withdrawal Appeal \(current example\)](#)
- [Tuition Surcharge Appeal](#)
- [Dean of Students complaint from student re instructor—\(current example\)](#)
- [Student Complaint re ECU Transit](#)

Anonymous Complaints

To register anonymous complaints regarding any matter at the university, the [Report A Crime](#) and [ECU Cares](#) programs are available to students through the East Carolina University Policy Department and Dean of Students Office. The on-line reporting system cannot track the person or the address from which the report is made. The system is monitored daily and is provided to afford students an outlet for reporting incidents when they feel intimidated or are reluctant to register complaints through more formal channels.

The [University Behavioral Concerns Team](#) is the campus threat assessment team at East Carolina University. This team receives reports of concerning behavior exhibited by individuals on campus, either through ECU Cares or as reported by team members. Those reports are assessed to determine the level of threat to members of the campus community, and an appropriate intervention plan is enacted and monitored to mitigate the threat and provide support to the individual of concern. [Examples of complaints addressed by the University Behavioral Concerns Team](#) are provided.

The [University Discrimination and Harassment Policies](#) are administered through the Office

of Equal Opportunity and Equity. Grievance procedures and the Office for Equity and Diversity [grievance form](#) are posted online.

Conclusion

In summary, (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

R - 13.6

Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU), is in good standing with the United States Department of Education (USDOE) Title IV programs. The University has not been placed on the reimbursement method, nor has it been required to obtain a letter of credit on behalf of the USDOE. ECU's cohort default rate (CDR) is 5.1% well below the national average of 11.3%. There are no unresolved complaints filed with the USDOE and there are no impending litigation issues with respect to financial aid activities.

The North Carolina Office of the State Auditor (NCOSA) is responsible for auditing the financial statements for all North Carolina state agencies, including ECU. The North Carolina Single Audit Report 2016, broken down by state agency, shows no audit findings were reported for ECU. ECU participates in the UNC Business Process Standards, a UNC-system effort to ensure that UNC campuses are in compliance with federal and state regulations regarding all financial matters (payroll, general accounting, contracts and grants, financial aid, purchasing). During the 2018 UNC Business Process Standards review cycle, Financial Aid's auxiliary system access review process was reviewed and found to be in compliance with the standards. In 2015, ECU underwent a "desk-audit" for the 2013-2014 year by the North Carolina State Education Assistance (NCSEA). The [January 2016 NCSEAA Program Review Report](#) was received from NCSEAA notifying ECU that the corrective actions outlined by the institution were deemed satisfactory, and the review was considered closed. The next scheduled program review will take place in Spring 2019 and will again be a "desk-audit" rather than an in-person visit.

Compliance with Title IV Under the Higher Education Act

On December 17, 2015, ECU received an email notification from the USDOE reminding institutions of the December 31, 2015 deadline in which to submit a Gainful Employment (GE) Program Transitional Certification. The letter stated in part, "Any PPA that was generated on or after July 1, 2015 includes the GE Certification language. Therefore a GE Transitional Certification is not required, unless you make subsequent program changes." ([US DOE email Dec 17 2015](#)). ECU read and interpreted the email to mean no further action would be required as ECU had received its most recent Program Participation Agreement (PPA) from the DOE on July 23rd, 2015 and had made no changes to the PPA between July 23, 2015 and December 31, 2015.

Consequently, on January 14, 2016, the USDOE issued a letter to ECU explaining that the

GE Program Transitional Certification was indeed required. ECU submitted the required GE Transitional Certification to the DOE on January 22, 2016 with no protest and as directed on page two, "If your institution believes that it has met its requirement to submit a GE Transitional Certification, please submit supporting documentation to the GE Certification mailbox" ([DOE letter Jan 14 2016](#)).

As a result, the University has been approved to participate in all federal aid programs and was re-certified with a Provisional Certification for one year beginning November 29, 2017, with a renewal application due on September 30, 2018. The reason stated for the Provisional status was, "failure to submit to the Department of Education (the Department) a Gainful Employment (GE) Transitional Certification no later than December 31, 2015. ECU submitted the required GE Transitional Certification on January 22, 2016. This failure of adherence to regulatory requirements is reflective of the institution's lack of administrative capability" ([Nov. 2017 Program Participation Agreement, p. 3](#)). Office of Student Financial Aid appealed this status ([Protest of Provisional PPA decision](#)) and was advised that the updated Eligibility and Certification Approval Report (ECAR) received by the DOE on July 23, 2015 was not deemed sufficient evidence of an updated PPA. ECU has full faith that we will be extended a six-year certification upon the submission of the [Application for Re-certification on September 19, 2018](#) as required in the [Eligibility and Certification Approval Report](#) (Action Date November 29, 2017). On December 28, 2018, the Office of Student Financial Aid responded to additional questions from the DOE in regards to our September 19th, 2018 application for Re-certification ([December 28, 2018 DOE correspondence](#)). As of February 2019, ECU has been re-approved to participate in student financial assistance programs authorized by Title IV, HEA Programs until December 31, 2022 as noted in the following PPA: [DEPT OF EDUC_PPA FEB 2019](#).

ECU receives federal financial aid funds via electronic transfer and has not been obligated to post a letter of credit on behalf of the U.S. DOE. Federal Operation Report and Application to Participate (FISAP) reports for [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-14](#), and [2012-13](#); as well as the [Nov. 2017 Program Participation Agreement](#); and the [Eligibility and Certification Approval Report](#) (Action Date November 29 2017) support our compliance with the DOE's processes regarding Title IV.

The USDOE notes that "the three-year federal student loan cohort default rate dropped from 11.8 percent to 11.3 percent for students who entered repayment between fiscal years 2012 and 2013" ([National Student Loan Cohort Default Rate Declines Steadily](#)). The [East Carolina University three-year CDR](#) is far below the national average and is as follows:

Fiscal Year (FY) 2015 (Draft) CDR = 5.1% as of 2/26/2018
FY 2014 CDR = 5.3 %
FY 2013 CDR = 5.2%
FY 2012 CDR = 5.1%

In summary, ECU is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.

Auditing of Financial Aid Programs

ECU is one of 17 constituent institutions within the University of North Carolina (UNC) System. The UNC System is governed by a Board of Governors, which delegates significant responsibility to ECU's Board of Trustees.

ECU, as a member of the University of North Carolina System, audits financial aid programs as required by federal and state regulations. The North Carolina Office of the State Auditor (NCOSA) is responsible for auditing the financial statements for all North Carolina state agencies, including East Carolina University. In addition to providing an opinion on the financial statements, the NCOSA also provides a report on internal control over financial reporting and compliance (to include Financial Aid) with rules and regulations as required by [Government Auditing Standards](#).

Externally funded grants and contracts are subject to audit annually by the NCOSA. ECU is also included as part of the North Carolina Statewide Single Audit, which is conducted by the NCOSA in accordance with standards contained in Government Auditing Standards issued by the Comptroller General of the United States, the requirements of the [Single Audit Act Amendments of 1996](#), and the provisions of the [Office of Management and Budget \(OMB\) Circular A-133](#), Audits of States, Local Governments and Non-Profit Organizations. East Carolina University's Schedule of Expenditures of Federal Awards is shown on pages 202-205. ([North Carolina Single Audit Report 2016](#), pgs. 202-205). *(To manipulate the readability of the previous document, it is beneficial to increase the zoom to 180%)*. Within this report, the state auditor issued the Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards ([North Carolina Single Audit Report 2016](#), pgs. 5-6) and the Independent Auditor's Report on Compliance for Each major Federal Program; Report on Internal Control Over compliance; and Report on Schedule of Expenditures of Federal Awards Required by Uniform Guidance ([North Carolina Single Audit Report 2016](#), pgs. 7-15). A [summary of findings and questioned costs broken down by state agency](#) shows no audit findings were reported for East Carolina University (pg. 129). The North Carolina Single Audit Report for fiscal years [2015-2016](#), [2014-2015](#), [2013-2014](#), [2012-2013](#) and [2011-2012](#) had no findings related to the University's Federal Title IV programs. The [Statewide Federal Compliance Audit_FSA-2017](#) for the period ending June 30, 2017 disclosed no instances of noncompliance that are required to be reported.

As required by the UNC System, the ECU Office of Internal Audit and Management Advisory Services follows up on all NCOSA audit findings and issues a report to the University of North Carolina System Office (UNC SO), Office of the President and the NCOSA as to whether all audit findings have been satisfactorily resolved or whether satisfactory progress has been made. If there were any audit findings pertaining to ECU in the Single Audit Report, those would also be included in the NCOSA financial statement audit report. The institution's response to NCOSA audit findings is included in the NCOSA's audit report. The ECU annual financial statement audit had no findings related to the Federal Title IV programs.

ECU participates in the [UNC Business Process Standards](#), a UNC-system effort to ensure that UNC campuses are in compliance with federal and state regulations regarding all financial matters (payroll, general accounting, contracts and grants, financial aid, purchasing). ECU's Office of Financial Aid was reviewed by the UNC Business Process Standards team during a campus visit in March 2015 and it was concluded that ECU's Financial Aid Office was not performing a system access review of all auxiliary systems: Common Origination and Disbursement System (COD); National Student Loan Data System (NSLDS); and College Foundation of North Carolina (CFNC), every six months as required by the UNC Business Process Standards ([ECU – Monitoring Visit Summary Letter 2015](#)). The UNC Business Process Standards team recommended that procedures be implemented to assure auxiliary system access reviews be conducted every six months. In response,

Financial Aid implemented an auxiliary system access review process immediately. During the [FY 2018 UNC Business Process Standards review cycle](#), Financial Aid's auxiliary system access review process was reviewed and found to be in compliance with the standards.

The NCSEA is the state agency charged with administering inter-institutional program of student financial assistance, created by state and federal law, as well as private resources, designed to help North Carolinians meet the cost of higher education. One key responsibility of the Authority is to ensure that State funds are spent in accordance with the purposes for which they were appropriated and the rules that govern their administration. In December 2015, ECU underwent a desk-audit for FY 2013-2104. The desk-audit reviewed Education Lottery Scholarships (ELS), Forgivable Education Loans for Service (FELS), Child Welfare Postsecondary Support Program (NC Reach), North Carolina Tuition Assistance Program (NCTAP), UNC Campus Scholarships and UNC Need-Based Grant programs. The program review focused on, among other things, eligibility; disbursements and refunds; records and reports; fiscal responsibility; and compliance with relevant statutes, rules, and policies related to the administration of these programs. As a result, the [January 2016 NCSEAA Program Review Report](#) identified one finding, "to improve internal controls for student eligibility requirements". The NCSEAA's recommendation was that "staff need to participate in all relevant training to stay current on the North Carolina General Statutes and Rules Governing the student assistance programs" (page 4). ECU's resolution response, "We have reviewed the guidelines and the power-point presentation, materials from the CFNC.org [website] with all concerned staff members," was deemed satisfactory; and the review was considered closed. The next scheduled program review will take place in spring 2019 and will again be a desk-audit rather than an in-person visit. The NCSEAA can schedule an audit at any time to review current or historical fiscal year records as they deem appropriate.

Conclusion

In Summary, ECU audits financial aid programs as required by federal and state regulations.

R - 13.7

Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) has adequate physical resources to support the [ECU Mission](#), as well as the scope of its programs and services as outlined in the [ECU Strategic Action Plan](#). ECU continues to dedicate resources to support an ongoing, research-based space planning process as evident in the development of a comprehensive [2012 Master Plan](#). Resources continue to be committed for the enhancement of the computer aided facility management system (CAFM, or AiM), to more efficiently manage space allocation, corrective and preventative maintenance work orders, and capital project management. Space management also continues to be enhanced through the implementation of space policies and procedures that are the responsibility of the [University Space Committee](#), reporting directly to the ECU Chancellor.

Campus Portfolio Overview

ECU, located in Greenville, NC, (Pitt County), consists of approximately 1,616.80 acres; approximately 396 acres are on the [Main Campus](#), and 214 acres are located on the [Health Sciences Campus](#). There are 14.8 acres that comprise the eight [Community Service Learning Centers \(CSLC\)](#) managed by the School of Dental Medicine, 129 acres are located at the [North Recreation Complex](#), 650 acres are located on the [West Research Campus](#), and 213 acres comprise the [Coastal Studies Institute](#). The University utilizes 235 facilities consisting of over 7,148,843 gross square feet (gsf) in support of daily operations (as of June 2018). The chart below highlights gross square footage by building designation. (Note: Some buildings' square footage may appear twice in the chart; for example, an athletic building like Minges Coliseum will also show up in the state-owned buildings descriptor.)

Campus Buildings	Gross Square Feet (gsf)
178 State-owned buildings	6,598,266
35 Leased facilities	366,219
15 Residence halls	1,306,050
95 Support/administration/auxiliary facilities	901,009
12 Athletics facilities	446,326

Master Plan

ECU is committed to an ongoing, systemic, data-driven master planning process to prepare

for future physical resource needs aligned to the ECU mission. In February 2012, the ECU Board of Trustees approved the comprehensive [2012 Master Plan](#) that, first and foremost, reflects the [Strategic Action Plan](#) and the [Vision and Mission](#) of the university. The two-year master planning process considered all aspects of ECU. Detailed studies were conducted on space utilization, space needs, building condition and deferred maintenance, campus safety and security, utilities and infrastructure, traffic, transit, parking, academics, research, clinics, athletics, housing, dining, and recreation facilities. The master planning process was inclusive, transparent, and iterative and required ongoing commitments and inputs from ECU leadership, along with the full participation of students, faculty, staff, alumni and the community of Greenville. The ECU Master Plan presents a roadmap for how ECU will address future growth and expansion, and the plan addresses a five-year initial planning horizon, a fifteen-year timeline, and also a longer vision for land use. This flexible plan is intended to be a “living document” to accommodate unanticipated future institutional needs and changes.

As outlined in the [2012 Master Plan](#) and as resources have been secured, several recommendations for future facilities outlined in Report Chapter 3-The Master Plan have been realized in projects that have been or are in the process of being completed.

Examples include:

[2012 Master Plan stated in Report Chapter 3 \(page 98\)](#) notes, “Changing trends in residential living resulted in the recommendation to replace Belk Residential Hall with a facility that combines more modernized suite-style residential options with communal study areas.” ECU undertook a \$58 million dollar project of demolishing Belk Residence Hall built in 1966 and replacing with 208,077 gross-square-foot Gateway Residence Hall which opened in Fall 2015. Gateway Hall is the hub for the ECU Living Learning Community (LLCs) programs as it was specifically designed with LLCs in mind. The 728 beds in the residence hall are in a mix of suite style with 2 double rooms sharing a bathroom between the rooms and double room with a community bath on the hallway. There are a limited number of double rooms with private baths. The five-story building at the top of College Hill has study rooms on each floor, music practice rooms, meeting rooms, multi-purpose rooms, as well as welcoming public spaces on the first floor. In addition, the project included basketball court and sand volleyball court. ([Campus Living Neighborhoods College Hill Gateway Hall – East and West](#))

Pictures:

[Belk Residence Hall](#)

[Gateway Residence Hall I](#)

[Gateway Residence Hall II](#)

The 2012 Master Plan identified “a new Student Union” on Main Campus as a new building opportunity in [2012 Master Plan Report Chapter 3-The Master Plan \(page 98\)](#). The \$122.2 million new Main Campus Student Center and 722 car parking deck has a projected completion of October 2018. The 213,911 gross-square-foot building will include six dining venues, 14,000 square-foot multipurpose room, Black Box Theater, Dowdy Student Store in addition to lounges, study rooms, and gaming center. The project includes a 24x42 foot outdoor digital display located above the Ledonia Wright Cultural Center.

Renderings:

[Main Campus Student Center rendering I](#)

[Main Campus Student Center rendering II](#)

[Main Campus Student Center rendering III](#)

The University Facilities Master Plan was complete in 2012 with a planning horizon of 2025. The University is in the process of updating this plan. Currently, Campus Operations is reviewing a proposal by SmithGroupJJR to update the Campus Master Plan. SmithGroupJJR worked with ECU to develop the University's first truly comprehensive Master Plan from 2009-2012.

Off-campus Instructional Sites

To ensure that the needs of Distance Education (DE) students are identified and met, each DE program at ECU is led by a program coordinator. These program coordinators serve as the program's central point of contact and coordinate locations that meet student need. Evaluation of an off-campus instructional site is overseen by the program coordinator who visits each facility prior to the implementation of the program to ensure suitability. Furthermore, program coordinators visit each site annually to ensure the continued quality of the facilities. The program coordinator communicates each semester with the site contact persons to facilitate classrooms and accessibility. These facilities are well equipped with the needed technology, and are ADA accessible as required at the state level (to include restroom facilities, entrance/egress/etc.).

Additionally, off-campus instructional sites are deemed safe and secure for faculty and students as is evident by each approved site having its own security guidelines and protocols that align to the specific institution's mission and strategic plan. For example, [Craven Community College Campus Security](#) is tasked with securing the environment for all campus occupants while on its campus. Similarly, Gateway Technology Center, located on North Carolina Wesleyan College's campus, also has a police department that manages the security and safety of all campus occupants ([North Carolina Wesleyan College Campus Police](#)). An MOU is signed each academic year with [Craven Community College](#) for the use of its facilities, while the [Gateway Technology Center](#) has a renewable annual lease agreement. The Gateway Technology Center relationship is fostered by the Executive Director of Academic Outreach, Continuing and Distance Education who attends Gateway Technology Center, Inc. Board Meetings monthly. The meetings cover facility maintenance, financial reports, security, and building usage in order to strategically address any concerns by any of the members in the collaborative relationship ([Gateway Technology Center, Inc. Board Meeting Minutes_March 2018](#)).

Facilities Supporting Educational and Support Programs

Educational Programs

As with other institutions of higher education, enrollment levels in academic programs drive ECU's need for instructional space. Academic discipline and degree program requirements, aligned by pedagogical methods to deliver instruction, trigger the demand for different types of teaching and learning spaces (e.g., teaching labs, auditoria for lectures, and classrooms with flexible furniture and small group study spaces for problem-based learning). In 2013, ECU's [Faculty Senate](#) voted and the Chancellor approved [Faculty Senate Resolution 13-36](#), updating the classroom scheduling process that grants room allocation preference based on the degree to which utilization is maximized and then on specific needs such as proximity and access to necessary technology and equipment. This process is managed via the [Banner System](#).

Classroom space is scheduled in accordance with [Faculty Senate Resolution 13-36](#) to increase efficiencies and utilization. To further understand the utilization of classroom as well as class lab space, Space Planning conducts a study on the average room use after the completion of the schedule run per semester. This action identifies classroom or class lab space that is falling below the UNC System recommended percentage of 35 hours per week for classrooms and 20 hours per week for class labs, as outlined in the [UNC SO Info Center_Room Usage Analysis](#). The semester utilization findings are explained at the USC meeting to identify any changes to scheduling that needs to be addressed. The Spring 2018 findings for classrooms showed that room usage was up by 16% and that class lab usage was up 9% ([Spring 2018 Room Usage Analysis](#)).

Additionally, Space Planning reviews classroom and class lab capacities with the Registrar to ensure pedagogical needs are being met. For instance, the University is seeing an incline in utilization of classrooms with a capacity range of 100+ ([Fall 2018_Rooms in Use by Time](#)). Therefore, Space Planning is working with Facilities Services to identify adjacent classrooms with a capacity range of 0-50 that can be merged to increase the number of available 100+ classrooms. The chart below shows the University's current classroom and class lab counts by capacities (as of June 2018).

Classroom (110 space) Counts by Capacity		
Capacity	Number of Classrooms	% of Total Classrooms
0-50	181	78
51-75	16	7
76-100	15	6
100+	21	9
Class Labs (210 space) Counts by Capacity		
Capacity	Number of Class Labs	% of Total Class Labs
0-50	221	96
51-75	3	1.3
76-100	3	1.3
100+	3	1.3

In addition to annual classroom and class lab utilization reviews, [Space Planning](#) conducts departmental and college level [feasibility studies](#) that are reviewed with the department chair and corresponding dean annually. The feasibility studies are an opportunity to identify what space is used effectively as well as where improvements can be made. When improvements are needed, the deans and chairs are jointly responsible for communicating to the Associate Director of Space Planning how they will improve utilization. If no improvement is noted at the next annual feasibility study, then the space in question will be up for reallocation to another department or college based on a review and recommendation from the Space Allocation Committee.

Furthermore, the Office of the Registrar conducts a bi-annual Faculty Classroom Survey that identifies any faculty concerns in regards to scheduling, capacity, technology and overall satisfaction with the classroom inventory. The survey results are analyzed for ways to improve faculty satisfaction with classroom facilities. The results are compiled into the document entitled, "[Understanding How Assigned Fall 2017 Classrooms Met Faculty Teaching Needs: Results and Data from the Fall 2017 Faculty Classroom Survey](#)", and subsequently sent to Academic Technologies (a department within Information Technology

and Computing Services (ITCS) that oversees student/classroom technologies) for technology concerns; Facilities Services for capacity or building/room structure concerns; and academic departments for any other ad hoc concerns.

Results from the 2018 Employment Engagement survey show that 62% of ECU employees are satisfied with the adequacy of classrooms, offices, and laboratory spaces (2018 Employment Engagement Survey, p. 20). ECU administered an online/paper survey to measure employee satisfaction with 15 Core Dimensions in which adequacy of classrooms, offices and laboratories was addressed in the "Resource Constraints" section.

Space Planning also assesses faculty's satisfaction with ECU's facilities by examining results of the COACHE Faculty Satisfaction Survey (national survey last administered at the university in 2015).

Faculty Satisfaction with ECU Facilities					
2015 COACHE Survey					
Level of satisfaction or dissatisfaction with:	5	4	3	2	1
Office	26%	46%	11%	10%	5%
Laboratory, research, or studio space	11%	26%	15%	11%	6%
Classrooms	16%	43%	17%	16%	4%

(5=very satisfied, 4=satisfied, 3-neither satisfied/dissatisfied, 2=dissatisfied, 1=very dissatisfied)

Prepared by Institutional Planning, Assessment & Research, Space Planning, October 2018

To address the lower level of faculty satisfaction with Office; Labs, research, or studio space; and/or Classrooms, Space Planning reviews modification requests via the Institutional Planning, Assessment, and Research (IPAR) SharePoint portal, specifically the "Change Use of Existing Space Request". This portal allows for colleges/departments/employees to request modifications to their current space. A coordinated effort between Space Planning and Facilities allows for a study of the space to include: design review and cost-benefit analysis that provides a systematic approach to determine options that provide the best approach to achieve desired results. Furthermore, if a college or department needs additional office space to house new faculty or staff an "Office Space Request" notifies Space Planning of how much and when the office space is required.

Adequacy of Research Space

Results of the 2017 National Science Foundation Survey indicate the Net Assignable Square Footage (NASF) by discipline which allows for comparison of NASF by discipline biennially. The following chart shows the ECU's NASF as of Academic Years 2015 and 2017 (2015 National Science Foundation Survey).

NSF SURVEY: AMOUNT OF RESEARCH SPACE			
	AY 2017 (NASF)	AY 2015 (NASF)	
DISCIPLINE: SCIENCE & ENGINEERING			
AGRICULTURAL SCIENCES	0	0	
BIOLOGICAL_BIOMEDICAL SCIENCES	90,540	89,993	Slight increase due to requests
COMPUTER & INFO SCIENCES	1,920	2,620	Slight decrease due to creation
ENGINEERING	4,665	6,553	Decrease in research lab space
GEOSCIENCES, ATMOSPHERIC, & OCEAN SCIENCES	21,835	20,757	Slight increase due to requests
HEALTH SCIENCES	122,180	127,403	Decrease in research lab space
MATH & STATISTICS	0	0	
NATURAL RESOURCES & CONSERVATION	0	0	
PHYSICAL SCIENCES	23,190	25,854	Slight decrease due to creation
PSYCHOLOGY	6,075	2,415	Increase due to additional lease
SOCIAL SCIENCES	12,881	5,119	Increase due to additional lease
SUBTOTAL (SCIENCE & ENGINEERING)	283,286	280,714	

Prepared by Institutional Planning, Assessment & Research, Space Planning, October 2018

This biennial review allows Space Planning to look for growth and reduction trends in square footage by discipline and adjust square footage according to need. The ability to adjust allocation of research space is explained in the [Research Space Allocation Regulation](#). To ensure that research space is efficiently and effectively utilized, Space Planning conducts biennial research space audits. The audits possess quantitative and qualitative metrics, along with departmental benchmarks, that assist all management levels (management levels further defined in [Section 2.3.1-2.3.3 of the Research Space Allocation Regulation](#)), optimize the use of research space. Whenever a research space is deemed unproductive (falls below the 20th percentile of productivity at any space management Level (see [Section 5.3 of the Research Space Allocation Regulation](#)) as a result of the five-year report, it is eligible to be reviewed for possible reallocation at that Level, and perhaps more often. Each Level must document and communicate expectations and measures for productivity to the next appropriate Level and IPAR.

In addition to the NSF Survey, Space Planning evaluates the evolution of research space allocation by reviewing college level research space needs based on growth and reduction trends (as shown in the chart below). This analysis allows us to see where pedagogical needs fall from year to year as allocation of space changes based on need. Research space needs are communicated via the IPAR SharePoint portal, specifically the "[Non-Office Space Request](#)." When the request comes to the Space Planning queue, it has already been approved by the Dean of the College, thus verifying to Space Planning that the need has been college-level approved. Space Planning then investigates the research space requirements with the requester.

Room Use Code		Research Space Defined by D 2018 Net Assignable Square
Academic Affairs		
College of Education	250 Research Non-Class Laboratory	533
Health & Human Performance	250 Research Non-Class Laboratory	6,330
Tech and Computer Science	250 Research Non-Class Laboratory	5,313
Thomas Harriet College of Arts and Sciences	250 Research Non-Class Laboratory	63,342
Health Sciences Division		
Brody School of Medicine	250 Research Non-Class Laboratory	84,976
College of Allied Health Sciences	250 Research Non-Class Laboratory	10,962
Divisional Research	250 Research Non-Class Laboratory	7,084
Health Sciences Division	250 Research Non-Class Laboratory	1,037
School of Dental Medicine	250 Research Non-Class Laboratory	120
Research and Graduate Studies		
Center for Sustainable Tourism	250 Research Non-Class Laboratory	2,283
Research & Economic Engagement	250 Research Non-Class Laboratory	10,106
Total		192,086

Prepared by Institutional Planning, Assessment & Research, Space Planning, October 2018

Support Programs

ECU operates and maintains physical facilities (residence halls, recreational and wellness facilities, and dining facilities), both on and off campus, to serve the needs of the institution's student support services. Examples of investments that the institution has made over the past few years are outlined below.

Residence Halls

ECU's [residence halls](#) are located on ECU's Main Campus. Currently, there are 15 active residence halls, totaling 1,306,050 GSF with the capacity to house 5,796 students. In order to ensure efficient utilization of University's residence facilities, [Campus Living](#) takes a snapshot of the housing system to ascertain the occupancy rate. This snapshot occurs on the 9th class day each fall. Fall 2017, 99.72% of available residence beds were occupied.

To ascertain residents' overall satisfaction with the residence halls, Campus Living conducts an online survey that measures performance in four categories: cleaning staff; timeliness of repairs; cleanliness of floor, community, and public spaces; and cleanliness of bathroom facilities ([Residential Overall Satisfaction Survey_2017-18](#)). The four categories are then factored to provide an overall satisfaction rating. This rating, along with the Facilities Building Condition Assessments, provided the necessary information to recommend resource expenditures to upgrade residential buildings. The 2017-18 residents survey showed that Jones, Garrett, Jarvis, Cotten, Legacy, Umstead, Fleming and Greene Halls were rated as having issues. Thus, the following schedule was proposed to provide a five-year strategic plan to fix the issues residents and Facilities Services identified after further review.

Residence	Renovation Year
Jones	2020-21
Garrett	Summer 2019
Jarvis	2021-22
Cotton	Summer 2018
Legacy	2020-21
*Umstead	2021-22
Fleming	Summer 2019
Greene	2018-19
*Umstead is 65% residential space and 35% office space; thus, the plan to renovate extends to 2021-22 to prepare for occupancy relocation to vacate the building for renovation.	

Residences that were scored as "needs work" (Tyler, Fletcher, White, and Clement) were also reviewed and found that in most cases the increase of housekeeping presence in the buildings resolved the majority of residents concerns. It is worth noting that Clement was recently renovated in August 2017. Campus Living is anticipating that the overall satisfaction of this building will score in the "good" category for the 2018-19 academic year. Tyler, Fletcher, and White will be reviewed in the 2018-19 survey and therefore, provide additional information to decision makers on any corrective actions to processes or structure to improve any satisfaction issues.

Libraries

The [ECU Libraries](#) serve as the heart of ECU's research efforts and are at the forefront of providing innovative, efficient, user-centered services and resources for the community and Eastern North Carolina. The three facilities dedicated to library resources are as follows:

- [J. Y. Joyner Library](#) boasts of 280,575 gross square feet that provides collections, services and spaces that support research, teaching, and service goals of ECU, with a primary focus on the colleges within the Division of Academic Affairs.
- [Laupus Health Sciences Library](#) has 88,755 gross square feet of space that provides health sciences information, resources, and services for eastern North Carolina with a primary focus on colleges and schools within the Division of Health Sciences.
- [Music Library](#) has 3,813 gross square feet that serves the music-related needs of ECU and the region, primarily the School of Music and the School of Theater and Dance.

Recreation and Wellness

The [Student Recreation Center](#), a 150,277-sq. ft. facility, is the primary hub for recreational experiences at ECU. Opened in 2017, the 28,000-sq. ft. [Health Sciences Campus Student Center](#) recreation and wellness space is the first dedicated recreation facility for a Health Sciences campus in the state of North Carolina. The department utilizes shared space at [Christenbury Gymnasium](#) for Intramural and Club activities to supplement existing facilities. In addition, the [Blount Recreational Complex](#) offers students 18 acres of developed

outdoor property to be used for a variety of sports activities. The 129-acre [North Recreational Complex](#) (60 undeveloped acres) includes eight multipurpose activity fields and six acres of water for fishing and boating activities. Recent examples of facility improvements include repurposing space for the addition of functional training rooms and a yoga studio.

Student Centers

In March of 2013, the East Carolina University Board of Trustees approved a plan to build two state-of-the-art student center facilities on the Main and Health Sciences Campuses. Supported by student fees, building revenue, on-campus partners, and off-campus partners, these two facilities are planned to serve current and future students, faculty and staff as well as our over 150,000 proud alumni of ECU. These centers exemplify the university's mission as the leadership university, committed to student success, public service, and regional transformation.

Construction began Summer 2015 on the \$34 million [Health Sciences Campus Student Center](#) that boasts of 77,000 gross square feet. Located in between the Health Sciences Building and the East Carolina Heart Institute, the facility officially opened April, 2017. A recreation center counts for one-third of the square footage as well as having a convenience store and three dining options. Thirteen support units are housed in the facility which helps to support the growth and development of the health sciences campus community.

Fall 2018 marked the opening date of the [Main Campus Student Center](#), the largest construction project on main campus since the Science and Technology Building opened in 2001. The \$122.2 million student center and adjacent 700-car parking deck changes the face of the 10th street side of campus. It covers approximately 210,000 gross square feet; has six dining options, a large ballroom and a 42-foot-wide outdoor jumbo screen, among other features.

Campus Dining

During AY 2017-18, a total of 3,415,165 faculty, staff, students, and guests were served among the fifteen [Campus Dining](#) facilities that are located on ECU's Main and Health Sciences Campuses. Examples of dining facilities and recent improvements include:

Health Science Campus Union

The New Health Science Campus Union opened for business May 2017, which replaced the Wedge located in the Health Science Building and the Java City located in the Heart Institute. The Union houses a Starbucks, a Grill, a Salad Toss concept and a small convenience store.

Main Campus Student Center

The Main Campus Student Center opened January 2019 and houses multiple dining options including Starbucks, Raising Canes Chicken, Au Bon Pain, Panda Express, a burger concept eatery, and a sweet shop.

For further information on ECU's student support services, see *Core Requirement 12.1 (Student Support Services)*.

Deferred Maintenance

[Campus Operations](#), which includes Facilities Services and Facilities Engineering and Architectural Services, is charged with the adequate functioning of the university's physical resources to provide an environment conducive to teaching, research, and service, as defined in [ECU's mission](#) statement. North Carolina General Assembly (NCGA) requires that all 17 constituent institutions, including ECU, develop, submit, and maintain regular plans and reports to manage deferred maintenance and identify capital improvement needs.

Examples include,

- [2017-23 Six-Year Repairs and Renovations Priorities Project Listing](#) that indicated \$79 million in future projects.
- [2017-23 Six-Year General Fund Capital Improvements Project Listing](#) that included \$886 million in appropriated capital projects.
- [2017-23 Six Year Non-General Fund Capital Improvements Project Listing](#) that included \$135.8 million in non-appropriated projects.

ECU tracks and reports deferred maintenance through the North Carolina Department of Administration State Construction Office - Construction Management ([NC DOA Construction Management](#)) Facility Condition Assessment Program, which defines deficiencies and recommends required steps to restore a facility to its original condition when built. The most recent 2015 [Facilities Condition Assessment Program \(FCAP\)](#) reports were updated November 2016. FCAP reports ([2015FCAPDeficiencies-By-Building-Short-updated-11-2016](#) and [2015FCAPCostSummary-By-Funding-updated -11-2016](#)) identified over \$806,742,495 in deficiencies including \$641,444,980 in general funded buildings and \$165,297,515 in non-general funded buildings. FCAP deficiencies are used to determine the allocation of the Repair and Renovation funding received from the state and to determine if a facility should be placed higher on the list of proposed projects for renovation or to be demolished. As outlined in the [2017-23 Six-Year Repairs and Renovations Priorities Project Listing](#), the university plans strategically to exercise appropriate maintenance of its facilities.

The following are examples to illustrate the process:

The most recent 2015 [Facilities Condition Assessment Program \(FCAP\)](#) reports updated November 2016 identified replacing roof and upgrading elevators as recommended corrections of deficiencies in Jenkins Fine Art Center. The 2011-17 Six-Year Repairs and Renovations Priorities Project Listing that indicated \$72 million in future projects included replacing roof and upgrading/replacing elevators in Jenkins Fine Art Building noting priority need since 2007 FCAP. Projects to replace roof and replace / refurbish elevators in Jenkins Fine Art Center were two of the projects funded with portion of the \$4.8 million in 2015-16 Repair & Renovation funds received. The projects completed in October 2017 and April 2018, respectively at total cost of \$831,000.

The most recent 2015 [Facilities Condition Assessment Program \(FCAP\)](#) reports updated November 2016 identified the need for new HVAC units in Willis Building as the existing air handling units deteriorating with age as recommended correction of deficiencies. The 2011-17 Six-Year Repairs and Renovations Priorities Project Listing that indicated \$72 million in future projects included repair heating, ventilation and air conditioning in Willis Building noting priority need since 2007 FCAP. Project to replace air conditioning in Willis Building was funded with \$200,000 of the \$4.8 million in 2015-16 Repair & Renovation funds received. The project completed in June 2017.

Over the last 6 years, ECU has received an average of \$3.5 million each year in

appropriated funds to address deferred maintenance. In addition over the last 6 years, ECU has allocated an average of \$1 million annually in non-recurring reallocation to address deferred maintenance.

Campus Operations also works with revenue based operations such as Campus Living to address deferred maintenance. The most recent 2015 [Facilities Condition Assessment Program](#) (FCAP) reports updated November 2016 identified deficiencies in both Clement Residence Hall and Greene Residence Hall. The recommended correction for Clement Residence Hall was "renovate building." In addition to increasing energy efficiency of the buildings that was not specified in FCAP reports, the renovation projects described below address the listed deficiencies. University is confident that completion of these projects will result in the buildings' deficiencies identified in the current report not being listed when the FCAP reports are updated.

[Clement Residence Hall](#) underwent a complete interior renovation and replacement of roof and exterior walls and windows in a \$23.5 million project that completed in August 2017. The renovation created common areas and lounges on each floor, moved laundry services to central location on the first floor, and upgraded building finishes. The project also created an enclosed outdoor patio area on the side of the building facing Reade Circle.

Beginning in Summer 2018, [Greene Residence Hall](#) began a complete interior renovation and replacement of exterior walls, windows, and elevators in a \$28.5 million project that will be completed in August 2019. The renovation will create common areas and lounges on each floor, move laundry services to central location on the first floor, and upgraded building finishes. The project will correct all high rise code deficiencies and improve ADA access in and around the building. The project will also create an additional "front door" on the south side of the building.

Maintenance of Facilities

[Campus Operations](#)' mission is to maintain an aesthetically pleasing and safe campus environment that is conducive to teaching, learning, and research through services provided by Facilities Services and Facilities Engineering and Architectural Services. Campus Operations personnel are responsible for all real property including repair, planning, minor renovation and construction, utilities, maintenance, grounds, and housekeeping.

In July 2017, Campus Operations converted to a new asset work management system referred to as [AiM](#) to more accurately monitor work flow, improve efficiencies, and more accurately and consistently report activity for comparison and analysis. Routine work orders are received from campus departments via a call center and/or AiM. Campus Operations continues to develop its preventive maintenance program to improve facilities and equipment life and ensure that the University is complying with regulatory codes. The preventive maintenance program changes as new assets are identified and preventive maintenance work orders are entered for the new assets. All the preventive maintenance work orders that were in the previous computerized maintenance management system have not been created in AiM to be included in the number reported for FY2017-18. This is clearly shown by the number of preventive maintenance work orders totaling 20,581 in FY2017-18 compared to 37,993 in FY2016-17. Prior years, the number of preventive maintenance work orders totaled 36,593 in FY2015-16 and 34,987 in FY2014-15. Preventive maintenance work orders will be entered in AiM using the same asset definitions as used in the previous computerized maintenance management system. Preventive maintenance work orders are

added when new buildings come on line and removed when buildings are demolished. All of the preventive maintenance work orders associated Life Safety were considered priority, have been uploaded into AiM, and are in the number reported for FY2017-18. Some shops have been entering preventive maintenance work orders. The templates that automatically create preventive maintenance work orders have been started but are not complete. Conversion of the templates and completion of uploading the preventive maintenance work orders into AiM is scheduled for completion by December 31, 2018. The preventive maintenance program continues to develop as Campus Operations refines the definition of an asset based on value and regulatory requirements and realizes improved efficiencies in preventive maintenance and inspections.

In FY2017-18, the percentage of preventive maintenance work orders versus corrective work orders was 41.9%. FY2017-18 is the first year reporting since AiM went live July 2017. Over the previous four fiscal years, the percentage of asset preventive work orders to routine work order has remained over 50%, demonstrating that the preventive maintenance system is both cost-effective and improving the quality of the system components. The decrease in the percentage of preventive maintenance work orders versus corrective work orders in FY2017-18 is the result of a decrease in the total number of work orders.

Percentage of preventive maintenance work orders versus corrective work orders:

FY2017-18 41.9%

FY2016-17 54.4%

FY2015-16 53.5%

FY2014-15 52.0%

FY2013-14 52.3%

(see attached - [Facilities Services work order metrics through FY17-18](#) and [Facilities Services work order metrics through FY17-18 chart](#))

The total number of work orders decreased by approximately 30% in FY2017-18 following an increase of 2% in FY2016-17 (from FY15-16; following a 1.6% increase in FY2015-16 from FY2014-15; after steady decline since FY2011-12). The decrease in the total number of work orders in FY2017-18 was due to decrease in both the number of preventive maintenance work orders and corrective work orders. Campus Operations realized a 46% decrease in the number of preventive maintenance work orders in FY2017-18 compared to FY2016-17. As noted earlier, all the preventive maintenance work orders that were in the previous computerized maintenance management system have not been created yet in the new asset work management system referred to as AiM that went live in July 2017. Campus Operations realized a 10% decrease in the number of corrective work orders in FY2017-18 compared to FY2016-17. A decrease in the number of work requests for corrective work orders was anticipated with external users learning and growing accustomed to AiM. In addition, internal processes associated with work orders using AiM have changed significantly for Campus Operations staff as well. The increase in total number of work orders in FY2016-17 was due to a 3.8% increase in the number of preventive maintenance work orders while the number of corrective work orders remained consistent with the number reported in FY2015-16 with an increase of only 42. Similarly, the increase in total number of work orders in FY2015-16 was due to a 4.6% increase in the number of preventive maintenance work orders while the number of corrective work orders declined. Campus Operations has seen the number of corrective work orders remain level in FY2016-17 and FY2015-16 after declining since FY2011-12. FY2016-17 is the second year since FY2011-12 that the number of preventive maintenance work orders have increased although the number of preventive maintenance work order remains 3% less than the number in FY2011-12. Campus Operations realized the optimal split between preventive maintenance work orders and corrective work orders based on data available. Analysis determined that the leveling in the number of corrective work orders reflected reductions in

staffing and budget constraints in Campus Operations organization and the addition of maintenance staff in the Campus Living organization. Campus Operations has realized limitations of the computerized maintenance management system used prior to AiM in reporting data accurately and consistently. Campus Operations anticipates that the capabilities of AiM will assist with efforts to maintain and improve facilities and equipment life. Campus Operations expects that the data will more accurately and consistently report activity for comparison and analysis when AiM is fully functional. Specifically, Campus Operations will then be able to determine if the criterion represents an optimal measure between preventive maintenance work orders and corrective work orders.

Risk Management and Insurance

[Enterprise Risk Management](#) is tasked with maintaining insurance coverage on university-owned property. ECU handles risk in a variety of ways including participation in the State-administered insurance programs, through the purchase of commercial insurance, and self-retention of certain risks. ECU participates in the [North Carolina Department of Insurance \(NCDOI\)](#) program. This program provides insurance for a variety of insurance policies (property, auto, equipment, crime, student health, etc.).

The [State Property Fire Insurance Fund](#), an internal insurance fund for the state, insures all state-owned buildings and contents for fire, lightning, extended coverage, and other property losses at no cost to ECU. Through this fund, the university also purchases extended coverage insurance and other types of property coverage through including, but not limited to, coverage for sprinkler leakage, business interruption, vandalism, theft, and "all risks" for buildings and contents. Those operations not supported by the State's General Fund are subject to a \$5,000 per occurrence deductible. Notably, ECU submitted a claim to repair water damage at the Spruce Pines Service Learning Center in August 2018 ([NC DOI State Property Fire Insurance Fund_Loss Reporting Form_August 2018](#)).

All state-owned vehicles are covered by liability insurance through a private insurance company and handled by NCDOI. The liability limits for losses are \$1,000,000 per claim and \$10,000,000 per occurrence ([Certificate of Liability Insurance_ June 2018](#)). ECU has paid out claims on our auto insurance policy, the [Summary of Claims by Year](#) shows incurred and paid claims from 2004 through 2017. The university purchases other authorized coverage from private insurance companies through the NCDOI. Examples include, but are not limited to on-loan collections of art, leased equipment, modular units, boiler machinery, musical equipment, and boats.

Fixed Assets and Surplus Property

Fixed Assets, located in the Office of Materials Management, is responsible for ECU's property inventory and surplus property program. The department maintains accurate and up-to-date records of the university's physical property and tracks assets for the purposes of financial accounting, preventative maintenance, and internal controls. All equipment purchased with university funds is the property of ECU and the State of North Carolina (regardless of the funding source) until the appropriate approvals and disposition processes are followed. ECU maintains detailed inventories of all fixed assets and associated depreciation as required by, and in accordance with, the State of North Carolina Accounting System Capital and Fixed Assets Rules and Regulations.

Fixed Assets conducts an annual Fixed Assets Inventory Verification process of capitalized items and posts departmental missing and physical inventory verification reports online.

These reports require review and update by ECU's department heads who assume responsibility for assets within each of their respective departments. The department heads use the Departmental Internal Inventory Tracking Guidelines and Fixed Assets (2018) [Inventory Verification Guidelines](#) for Departments when completing annual reports. Reports are required on the current status and location of recorded property with a value of \$5,000 or greater and controlled equipment (electronic equipment and laboratory equipment) valued from \$ \$2,500 to \$4,999. Departmental property liaisons (designated by the department heads) attend inventory policy and procedures workshops conducted quarterly. Fixed Assets performs spot inspections of departmental equipment annually. An example of the spot check conducted for 2017 can be found in the [2017 Spot Check Summary](#) report. Inspection reports are forwarded to the Office of Internal Audit and Management Advisory Services.

In 2008, the UNC Business Process Standards project was established that includes baseline standards in key areas for tracking capital assets. UNC Business Process Standards [Capital Assets Standards \(2017\)](#) have been implemented by all of the constituent institutions of the UNC System to enhance the capital assets process.

Fixed Assets and Surplus Property are responsible for the disposal or transfer of all surplus equipment in accordance with policies and procedures established by the North Carolina Department of Administration State Surplus Property Agency Fixed Assets uses the Fixed Asset Transfer Form to track the transfer of ownership or responsibility of equipment from one department to another. If a department relocates equipment, they notify the Fixed Assets office via e-mail.

Departments with excess equipment must surplus those items using the ECU Property Equipment Tracking System (PETS). Equipment (not moved within the university or transferred to another government agency) is handled by State of North Carolina Surplus Property Agency via a bid process. Item(s) not sold via the bid process may be sold in the East Carolina University Surplus Retail Store or are disposed of in accordance with the Department of Administration Internal Operating Procedures for Fixed Asset Control – Disposal of Assets by State Surplus.

Equipment is considered missing when it is listed on the previous year's physical inventory verification report and cannot be located. Missing equipment is recorded and subject to audit. If equipment is stolen, the proper authorities are notified and a police/security report filed and the University Attorney's Office and Office of Internal Audit and Management Advisory Services notified. To our knowledge there has not been any findings related to fixed assets either on an internal audit or external audit in the last five years.

Technology Infrastructure and Support Services

ECU has a comprehensive, diverse, and robust information technology infrastructure that supports a wide range of educational, research, and mission-critical activities to meet institutional needs. This infrastructure is administered by ITCS within the Administration and Finance Division. [ITCS's mission](#) and [organization chart \(ITCS\)](#) provide clarity to our work that is led by qualified personnel.

Governance

Throughout the year, ITCS collaborates with various [information technology committees](#) to

ensure the technology infrastructure, physical facilities, and support services are adequate and fulfill the needs of the university's educational programs and mission. The [Information Resources Coordinating Council \(IRCC\)](#) is the primary IT Governance committee at ECU and has representatives from all areas of campus. Additional committees that assist with priority setting, IT planning, risk assessment and planning, policy setting, and customer-centered decision-making processes include: Web Oversight Committee, Administration Information Systems Committee, Clinical Information Systems Committee, and Distance Education and Learning Technologies Committee, to name a few.

Planning and Assessment

Classroom Technology standards are reviewed and adjusted based on feedback received through a faculty survey conducted every two years by the Office of the Registrar. Additionally, ITCS administers technology surveys to faculty, students, staff every one to two years to obtain feedback from faculty, staff, and students on their (1) satisfaction with ITCS services, systems, and applications; (2) use of technology tools and systems; and (3) technology and training needs. ITCS incorporates this feedback in future planning and implementation of technologies to support educational programs, support services, and other mission-related activities. ITCS also administers brief surveys to faculty to obtain feedback regarding Blackboard features and use. Three additional surveys administered that include questions specific to ECU technology services and resources include the [Graduating Senior Survey](#) and the [Sophomore Survey](#).

In 2017-2018, on a 5-point scale, where 5 is very satisfied and 1 is very dissatisfied, average student ratings were:

ECU Information Technology Services Student Surveys	Average Rating			
	2017		2018	
	Senior (GSS)	Sophomore	Senior (GSS)	Sophomore
Training on the technology I need to use	3.9	3.8	4.0	3.8
Assistance from the help desk in solving my technology problems	4.0	3.9	4.1	4.0
Hours of operation for university computer labs	4.0	4.0	4.1	4.0
Availability of equipment and software in university computer labs to meet my needs	4.1	4.1	4.2	4.1
*Availability of wireless access on campus	3.7	3.6	3.8	3.6
Online course management system(s) used in my classes (e.g., Blackboard)	4.1	4.0	4.2	4.0
Effectiveness of information technology in improving my learning experience	4.1	4.0	4.2	4.0
Information technology services overall	4.1	**	4.1	**

** This question was not included on the Sophomore Survey.

Technology Evaluation and Compliance

ITCS evaluates *new and existing technology* (hardware and software) for colleges/departments to ensure compatibility with ECU's platforms and infrastructure (network, application and environmental controls) to identify any potential security threats. This assessment also includes verification of compliance regarding HIPAA, FERPA, ADA, SSN/PII, PCI and other sensitive data types.

The main Internet connection for ECU is provided by the North Carolina Research and Educational Network (NCREN). ECU has two connections to NCREN, utilizing diverse paths, with the primary being a 20 gigabit per second and the secondary being a 10 gigabit per second connection.

Network Connectivity

The main Internet connection for ECU is provided by the North Carolina Research and Educational Network (NCREN). ECU has two connections to NCREN, utilizing diverse paths, with the primary being a 20 gigabit per second and the secondary being a 10 gigabit per second connection.

ECU continues to expand the university's wireless LAN capabilities. Over 2,700 access points are now in production supporting over 23,000 concurrent users during peak times, providing greater density for the increasing number of devices and reducing the contention for a limited resource. The university recently upgraded high-use locations to 10G and 40G connectivity to limit the impacts of the increasing bandwidth demands. In addition, campus outdoor Wi-Fi access points were installed, allowing students, faculty and staff to connect to the web with their own devices and take their studies outside of the classroom. This will provide a greater continuity of mobile services as our users move around the campus.

Additional Wi-Fi network improvements in 2017 included: implementing the [Eduroam](#) secure, world-wide roaming access service developed for the international research and education community, and implementing the ecu-wifi network to provide an open, non-secure network for ECU users to onboard to eduroam.

Enterprise Tools and Applications

To support ECU's distance and correspondence education courses, as well as face-to-face courses, ITCS supports [Blackboard](#) as the university's learning management system. Blackboard is hosted locally and upgrades occur each May. Investments in disaster recovery and business continuity solutions provide 24/7 Blackboard access to students and faculty. In 2016-2017, average page views for Blackboard totaled approximately 651,263; maximum page views on a single day totaled 1,548,911.

Tools that integrate with Blackboard include: [VoiceThread](#), a video tool with features and efficient workflows to facilitate student recording assignments, student feedback and threaded discussion using video, audio and text. In 2016-2017, approximately 1,277 faculty and student users created 2,331 VoiceThreads with 8,814 files imported. The Qwickly plug-in increases efficiencies in Blackboard course development, and allows faculty to post announcements and content into multiple courses at one time; EAC Visual Data, which makes the process of mapping, collecting, analyzing, and reporting data easy and intuitive. EAC Visual Data is designed to enable reliability analysis of text items and outcome reporting at the individual test item level; the Blackboard plugin, CirQLive, which enables faculty to schedule WebEx meetings from within a Blackboard course and invite every student in the class. Meeting links are listed within the Blackboard course with recordings available after a meeting is concluded; the McGraw Hill Connect building block that allows faculty, who require these resources as part of their course, to link student scores from Connect to an ECU Blackboard course site. Students, in courses that require the resource, have access to a newly-implemented digital tool, Cengage MindTap, which offers organized course materials – interactive multimedia, assignments, and quizzes; built-in metrics that provide faculty insight into student engagement; faculty the ability to rearrange digital textbook chapters, add notes, and embed a variety of content, including open educational resources. To improve instructional resources to support IT accessibility, we are implementing [Blackboard Ally](#), which will provide an overall course accessibility score, provide input on how to fix accessibility issues, and convert select content into five accessible formats. [Blackboard Analytics for Learn](#) provides Integrated Reports, information about student engagement and performance. Four reports are available to the Instructor of Record (IOR) and one report can be made available to students. The amount of information available within the reports will vary based on the design of the course. Integrated Reports focus on learning statistics that will help faculty identify at-risk students. Reports are derived from student access to the course, number of interaction clicks, time spent in the course, and the number of submissions. These Integrated Reports can help students visually

see how they compare to their peers on activity, average score, and other metrics. [Starfish](#) is an early-alert retention tool that works through Blackboard to support student academic success at ECU. Through Starfish, faculty can inform students of their academic performance within a course and connect students to appropriate support resources. Starfish's goal is to offer academic assistance to those students who may be falling behind. The [Blackboard Retention Center](#) is an additional tool that can be used in combination with Starfish. The Blackboard Retention Center helps instructors identify students who are at risk. Based on default and custom-created rules, each student's engagement and participation (grades, course access, course activity, etc.) is visually displayed, alerting to students at potential risk. The Retention Center also allows faculty to communicate with struggling students to help them take immediate action for improvement.

Blackboard Collaborate (Collaborate) is a live collaborative platform that offers deep integration with the Blackboard Learning Management System. Collaborate is a web conferencing tool that resides within Blackboard courses and enables faculty to meet with their students, invite guest lecturers from anywhere in the world, or hold office hours, all from within a live virtual classroom environment. Some of the major features of Collaborate include audio, live video, text chat, an interactive whiteboard, application and desktop sharing, and live breakout rooms. Collaborate empowers ECU faculty to schedule collaborative sessions and increases student access to course content. Collaborate sessions can be recorded and archived so that students can view and review content as needed throughout the semester.

Additional examples of enterprise tools and applications supported by ECU's infrastructure that provide required services to faculty, staff, and students (both on campus and distance) include:

- [Cisco WebEx](#)
- [Clickers \(Audience Response\)](#)
- [Microsoft Office 365](#)
- [Virtual Computing Lab \(VCL\)](#)
- [ECU Software Download Center](#)
- [SabaMeeting](#)
- [OneDrive Cloud Storage](#) and [Piratedrive Online File Storage](#)
- [Banner System](#)

Technology-Enhanced Classrooms

ECU offers faculty, staff, and students over 400 [technology-enhanced classrooms](#) and spaces across both Main Campus and Health Sciences Campus, in addition to 9 rooms in the Coastal Studies Institute located on Roanoke Island. The types of technologies specific to campus buildings can be viewed through the [Classroom Technology database](#).

All standard, technology-enhanced classrooms include:

- Source audio system
- Ceiling-mounted projector
- Computer
- Laptop connection (Air Media / HDMI)

- Annotation podium monitor
- Document camera

Some rooms also offer:

- Speech reinforcement
- Camera Enabled: Software Lecture Capture/Web Conferencing
- Videoconferencing equipment

The [Global Classroom](#), located in the Brewster Building, is a state-of-the-art teaching and learning model which supports internet-based video conferencing and other collaboration tools for groups. The Global Classroom model is designed to host asynchronous and synchronous online activities. Global Classrooms are equipped with, audio, video, recording, and teleconferencing equipment. Courses from a wide variety of disciplines employ the Global Classroom technology with use ranging from a single guest lecturer to an entire course. The Global Classrooms are used for distance education recording, live web cast, archived sessions, and video conferencing, and is also the home base for [Global Academic Initiatives](#) and their related programs.

Conclusion

In summary, East Carolina University operates, maintains, and supports physical and electronic facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

For further information on ECU's technology infrastructure, see Comprehensive Standard 12.1 (student support services).

For further information on ECU's distance education technologies, see [SACSCOC policy: Distance and Correspondence Education](#).

R - 13.8

Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) ensures a healthy, safe, and secure environment for all campus community members (i.e. Main Campus and Health Sciences Campus) through the synergistic efforts of several offices including: Environmental Health and Campus Safety (EHCS), ECU Facilities Services, and Risk Management and Insurance, all of which report directly to the Vice Chancellor for Administration and Finance ([Division of Administration and Finance Organizational Chart](#)). EHCS works in collaboration with the Office of Prospective Health who reports to the Dean of the Brody School of Medicine ([Division of Health Sciences Organizational Chart](#)). The Office of Equity and Diversity, led by the Associate Provost for Equity and Diversity who reports to the Provost and Senior Vice Chancellor of Academic Affairs, leads ECU's Title IX compliance by providing training, guidance and oversight of policy ([Division of Academic Affairs Organizational Chart](#)). Additionally, the Division of Student Affairs, specifically the Office of the Dean of Students, plays a vital safety role as part of its commitment to maximizing student success and development through educational programs, developmental opportunities and supportive intervention services ([Division of Student Affairs Organizational Chart](#)).

ECU is committed to being a model for campus safety. Campus safety is everyone's responsibility and requires a collaborative effort among numerous departments, faculty, staff and students. ECU's safety plan is outlined in the [Emergency Information Reference Manual](#) (also referenced as "manual"). The manual is updated annually by EHCS and published on the Environmental Health and Safety web page. The manual is designed to help members of the ECU community plan for and respond to campus emergencies. EHCS staff communicate ECU's safety plan during New Employee Orientation as well as notify the campus community via email as to when the new version is published. In addition to many educational programs offered by various departments, the University has established several programs in support of a safe and secure campus. For example, 100 [emergency blue-light phones](#) have been strategically placed throughout the campus for use in emergency situations. Additionally, ECU offers [Rape Aggression Defense \(R.A.D.\)](#) classes for all students in support of education, discussion, and self-defense techniques. ECU offers [Safety Escorts](#) who are trained student patrol officers who provide safety escorts during evening hours. [SafeRide](#) facilitates a safe and reliable evening commuting environment by providing a fare-free method of transportation around campus to homes or vehicles. Additional information on security and safety programs, including procedures for crime reporting and providing timely warnings and notifications, can be found in [ECU's Annual Security and Fire Safety \(Clery\) Report](#) and [Pirate Safety Guide](#). ECU's Annual Security and Fire Safety (Clery) Report is communicated annually through official ECU email notification ([2018 Annual Security and Fire Safety Report Student Communication](#); [2018 Annual Security and Fire Safety Report Faculty and Staff Communication](#)). The Pirate Safety Guide is included in the Freshman Orientation packets as well as the Graduate School

Orientation packets. Furthermore, the Pirate Safety Guide is accessible from the [ECU Alert website](#) via the Emergency Procedures tab. This website is ECU's hub for safety information.

The Environmental Health & Campus Safety (EHCS) unit consists of the following departments: ECU Police Department (ECU PD), Environmental Health & Safety (EH&S), Emergency Management, Security Technology and Parking & Transportation services. In 2009, the Chancellor created the EHCS unit to consolidate campus safety and emergency management functions into a more efficient and effective structure. The Associate Vice Chancellor in charge of the EHCS unit reports to the Chancellor and is a member of the Chancellor's Executive Council.

ECU Police Department

The ECU PD is a full-service, 24-hour law enforcement organization with responsibilities identical to a municipal police department. The ECU PD provides a variety of services that range from [education and awareness programs](#) to [investigations](#) of reported crimes. Sworn ECU Police Officers are empowered by [NC State Statute § 116-40.5](#) which entitles the University of North Carolina System Office (UNC SO), specifically the Board of Trustees (BOT), to establish a campus law enforcement agency and employ campus police officers. The agency has an authorized staffing level of 61 sworn police officers and 16 civilians and employs additional sworn reserve police officers and student civilian patrol officers who work in a part-time capacity. Some examples of the certification requirements for sworn police officers are documented in the [2017 Sworn Officer Certification Compliance pages](#).

The ECU PD is nationally accredited through the [Commission on Accreditation for Law Enforcement Agencies, Inc. \(CALEA\)](#). Accreditation status is evaluated every four years; the latest reaffirmation is published in the report entitled, [Assessment Report for the East Carolina University Police Department, 2015](#). The ECU PD is also accredited by the [International Association of Campus Law Enforcement Administrators \(IACLEA\)](#) and is required to submit reports on a four-year accreditation cycle attesting to its continued compliance with accreditation standards. In December 2015, ECU was recommended for re-accreditation as noted in the, [IACLEA Joint Accreditation Review Summary](#) based on its compliance with accreditation standards. The IACLEA period of accreditation covered by the December 2015 review is March 17, 2016 through March 17, 2020.

The ECU PD has an [extended jurisdictional agreement](#) with the City of Greenville for concurrent jurisdiction within a specific area surrounding the main campus property. This agreement allows ECU officers to investigate crimes and take enforcement action within that concurrent jurisdiction. The department has mutual aid agreements with the Pitt County Sheriff's Department, Greenville Police Department, and most of the cities and towns within Pitt County. These [mutual aid agreements](#) provide state statute authority for law enforcement agencies to provide assistance when requested. The ECU PD also works closely with other North Carolina State law enforcement agencies and federal agencies to include the Federal Bureau of Investigation (FBI), Homeland Security, and the Drug Enforcement Administration (DEA).

Safety and Security at Off-Campus Instructional Sites

Additionally, off-campus instructional sites are deemed safe and secure for faculty and students as is evident by each approved site having its own security guidelines and protocols that align to the specific institution's mission and strategic plan. For example,

Craven Community College Campus Security is tasked with securing the environment for all campus occupants while on their campus. The Campus Security are located in close proximity to the ECU off-campus students/instructor and are available by phone while class is in session. Similarly, Gateway Technology Center, located on North Carolina Wesleyan College's campus, has a police department that manages the security and safety of all campus occupants. The Gateway Technology Center handles any issues on an individual basis and uses 911 for emergencies. To ensure this location provides a healthy, safe, and secure environment a blue "call box" is located outside this facility and will call directly to the Rocky Mount City Police. For Fire, Rescue, and Emergency services large numbers have been placed on the outside of the building, along with the name, "Gateway Technology Center" for ease in emergency identification. An MOU is signed each academic year with Craven Community College for the use of their facilities ([2017 Craven Community College MOU](#)), while the Gateway Technology Center has a renewable annual lease agreement ([2018 Gateway Technology Center Lease](#)). The Gateway Technology Center relationship is fostered by the Executive Director of Continuing Studies who attends Gateway Technology Center, Inc. Board Meetings monthly. The meetings cover facility maintenance, financial reports, security and building usage in order to strategically address any concerns by any of the members in the collaborative relationship. An example of discussion topics can be found in the [Gateway Technology Center, Inc. Board Meeting Minutes_March 2018](#).

Annually, the ECU PD publishes, "[Safety & You at ECU](#)." This report includes statistics of crimes reported on property owned, leased, or controlled by the university and/or recognized student organizations, as well as on public property immediately adjacent to or accessible from the campuses. The report is written in accordance with the [Jeanne Clery Act \(Title II, Public Law 101-542\)](#) and is a Federal requirement as specified by the United States Department of Education's Office of Post-secondary Education ([Clery Letter](#)).

Crisis Management

The ECU [Crisis Communications Plan](#) outlines the procedures necessary to immediately notify the campus community upon the confirmation of a significant emergency or dangerous situation occurring on campus involving an immediate threat to the health and/or safety of students, staff, faculty and visitors. Designated university personnel receive instruction on how to issue statements concerning emergency or dangerous situations utilizing the [ECU Alert System](#), a collection of communication tools that is used to distribute emergency notification and information. Tools include the ECU Alert Web page, ECU Pirate email, PC Pop-up boxes that display icons and messages, ECU hotlines, outdoor and indoor speakers, OP phone speaker interfaces, digital LCD/plasma screen messages, Twitter, and cell phone text messaging notices. The Alert System is periodically tested to evaluate the multiple communication systems ([Alert System March 2018](#)).

ECU also utilizes the [LiveSafe](#) app, which provides two-way communication between user and campus safety officials to directly and anonymously report safety concerns. The app enables users to share information, tips and safety concerns via text messaging, video, audio attachments and live chat. It also includes a safe walk feature and a variety of safety procedures and other resources.

The university's [emergency management team](#) and [crisis policy team](#) utilize a cloud-based virtual emergency operations system, VEOCI, to communicate potential hazards to the campus community, share important procedures that have been taken to protect the campus community or mitigate impacts from the potential hazards, maintain constant

situational awareness during and after an incident, request resources, and identify lessons learned and opportunities for improvement.

Emergency Preparedness

The ECU [Emergency Operations Plan](#) is the comprehensive, detailed campus plan that covers the institution's response to multi-hazard situations. The plan is compliant with the National Incident Management System (NIMS). Copies of the plan are distributed to those offices with specific roles and responsibilities, as outlined in the plan, and maintained by the Office of Environmental Health and Safety. The plan outlines procedures to be followed by each responsible office and is periodically reviewed, exercised, and tested to ensure that the university's response to an emergency will protect lives and preserve university assets ([Emergency Preparedness Training, Notification, and Testing](#)). Due to the sensitive nature of the contents of the document, only limited information is available for public view. The [Emergency Information Reference Manual](#) is a quick reference guide for university personnel and is a supplement to the Emergency Operations Plan.

Emergency Preparedness Training

Training is an important aspect of ECU's commitment to campus safety. ECU's Office of Environmental Health & Safety promotes the protection of human health and the environment through high-quality [EH&S training](#) that is available both face-to-face and online. During orientation, new employees are familiarized with the safety policy, hazard communication policy, security procedures and emergency evacuation and notification procedures ([EH&S Orientation](#)).

University personnel, including ECU Police, and surrounding first responder agencies participate in emergency training on an annual basis. The training typically includes a full-scale exercise, table-top exercise or training on policy and procedures and are designed to assess and evaluate the emergency plans and capabilities of the University. Drills and exercises may be announced or unannounced. In conjunction with at least one emergency management exercise each year, ECU will notify the community of the exercise and remind the community of the information included in the University's publicly available information regarding emergency procedures. A [preparedness drill](#) was recently conducted in October 2017 to simulate a response to a Hurricane event. It consisted of the following: tabletop drill, call center drill, virtual emergency operations center drill and recovery tabletop drill.

Security Technology

Security Technology staff within EHCS work collaboratively with ECU 1Card, security technology vendors, and ECU PD to conduct [facility security assessments](#) that help with designing and installing the recommended security systems. Once installed and tested, users are trained in security procedures and use of the technology. There are more than 1300 security cameras and 150 emergency blue light phones across the institution.

All residence halls remain locked at all times with key fob electronic access only for external entrances. Security cameras cover every hall entry and exit door as well as key lobby and service areas. The building access to residence halls is managed by Campus Living. The ECU 1Card Office manages the security access system for the academic and administrative buildings on campus, including access authorization and approval and the university ID card

that controls access. The ECU PD monitors the access control, alarm/panic, emergency blue light phones, ECU LiveSafe app and security camera systems.

In the event of a known threat, ECU PD has the authority to lock down a facility or several facilities as deemed necessary by the Incident Commander as noted in [ECU PD General Order 1300-01: Emergency Operations Plan \(p. 17\)](#) (see indented paragraph to follow). The [ECU PD General Order 1300-01: Emergency Operations Plan](#) is designed to supplement the [ECU Emergency Operations Plan](#) by outlining specific guidelines to address particular incidents in greater detail.

Control of campus will be established and may involve limiting access to specific areas and facilities. During the emergency any buildings at ECU, as determined by the Incident Commander, will be secured and checked on a regular basis. Telecommunicators will computer lock all necessary doors via the 1 CARD computer. If the 1 CARD computer is not operational or for buildings that do not utilize the 1 CARD system, officers will be directed to manually lock all necessary doors. The Incident Commander or designee may request assistance from Facilities Services in securing necessary buildings if it is determined to be safe to do so. Buildings which are housing students will be checked hourly if feasible to ensure the safety of students and to determine the existence of or prevent damage to property. If necessary lock-down procedures as described in [ECU PD General Order 1300-05: Active Killer/Rapid Deployment](#) may be implemented.

As academic and administrative buildings are constructed, renovated and leased, security technology and other measures are integrated into the facility, including security cameras, blue light emergency phones, card access controls, alarms/panic buttons, indoor/outdoor speakers, and LCD screens for emergency notification. The Associate Vice Chancellor for EHCS manages an allocation of the campus safety fund, which is a recurring budget used to retrofit existing buildings with security equipment based on priorities identified and submitted by the various campus security units.

Cyber Security Management

In addition to protecting our physical campus and ensuring the safety of faculty, staff, and students, ECU manages cyber security risks as part of its comprehensive Information Security program. The Program is anchored by the [Information Security Regulation](#), which defines the responsibility of all employees for protecting the information in their care, as well as management's responsibility for ensuring employees fulfill their responsibilities and for ensuring the security of the IT services provided by their respective units. As part of the program, all university employees are required to take security training within 30 days of employment and refresher training at least once every 2 years. Supervisors use a dashboard in the Blackboard Learning Management System to monitor their employees' coursework. In addition, automated reports are delivered monthly to divisional representatives for tracking and enforcement within the departments.

Additionally, the Chief Information Officer (CIO) leads the detection and remediation of cyber security threats through the use of the latest in threat management tools that facilitate Intrusion Detection and Prevention, Data Loss Prevention, and Security Information and Event Management (SIEM) processes by investigating computer incidents and coordinating the University's response to data breaches. The Information Security Office oversees the use of cyber security insurance, which reduces the University's financial

liability for data breach response activities and extends the University's response capabilities through the addition of contracted professional services.

The Information Security Office conducts an annual Enterprise Information Risk Assessment, using the [ISO/IEC 27005](#) framework for Information Risk Management, that identifies information-related threats to ECU's critical business processes, which if acted on would impair the University's capability to fulfill its mission and key objectives. The goal of this Assessment is to provide actionable intelligence to university decision makers on the treatment, avoidance, acceptance, and management of information risks.

Office of Environmental Health and Safety and Office of Prospective Health

The Office of Environmental Health and Safety operates in a collaborative effort with the Office of Prospective Health to help ensure a healthy, safe, and secure environment for all members of the campus community. The Office of Environmental Health and Safety and the Office of Prospective Health provide policies, education and training, program management, and consultative services that comply with the provisions of the [Occupational Safety and Health Act of North Carolina](#) (§ 95-126), and the [North Carolina State Employees Workplace Requirements Program for Safety and Health](#). For example, [Hazard Communication](#) is one of several critical training programs provided to the University community. The purpose of this program is to identify and communicate hazards that employees may encounter. The program requires impacted employees to receive training upon initial employment with the University. Training is based on policies, for example the [Chemical Hygiene Plan](#) is introduced and explained during Hazard Communication training that explains the requirements for using hazardous chemicals in laboratories. The policy is posted on ECU's Policies, Rules and Regulation (PRRs) web page where all PRRs can be found.

The Office of Environmental Health and Safety is charged with providing risk identification, risk evaluation, and risk management techniques for the prevention of injury and protection of life, property, and the environment. EH&S is responsible for the following programs: [Fire and Life Safety](#), [Laboratory Safety](#), [Environmental Management](#) (to include: [Food Safety](#); [Sustainability](#); [Water Quality](#); [Animals on Campus](#)), [Industrial Hygiene](#), [Workers' Compensation Management](#) and [Emergency Management](#).

Program responsibilities for the Office of Prospective Health include: [Biological Safety and Waste Management](#), [Radiation Safety](#), [Employee Health](#), and [Infection Control](#).

EH&S and the Office of Prospective Health are staffed with [qualified personnel](#) with the necessary knowledge, skills, and training to manage the university's environmental health and safety programs. Staff knowledge is continuously enhanced through field experience, presentations, group problem-solving sessions, collaboration with other environmental health and safety departments within and outside of the university system, and training through professional organizations.

The safety and environmental program evaluation process is accomplished through a variety of internal and external assessments. Several regulatory and state agencies conduct inspections and audits. The NC Office of State Human Resources Safety and Workers' Compensation Division periodically audits the safety, industrial hygiene and workers' compensation programs. The Hazardous Waste Branch of North Carolina Department of

Environmental Quality also inspects our facilities and records for hazardous waste violations (Inspection examples: [Main Campus Compliance Evaluation](#) and [Health Sciences Campus Compliance Evaluation](#)). The North Carolina Department of Occupational Safety and Health (NCOSH), and other regulatory agencies, can conduct unannounced inspections or request such as: internal investigations in response to employee complaints, as they deem necessary. For example, on April 5, 2018 ECU was notified of an air-quality complaint and was advised to investigate and report findings to NCOSH. ECU investigated the air-quality complaint on April 10th, 2018 and found that the air-quality was within acceptable limits. In the April 16, 2018 response to the NCOSH, The Office of Environmental Health and Safety identified corrective actions to help occupants report concerns and monitor the area for preventative maintenance ([NCOSH complaint and ECU response 2018](#)).

The Office of Prospective Health conducts [employee screenings](#) and immunizations to meet OSHA and other requirements, medical evaluations for infectious exposures, and evaluation and treatment for work-related illness, injuries, or other exposures as requested by the EH&S. Current students and employees can also gain access to health and wellness programs and services via Student Health Services and ECU Physicians.

Animal Care

Any individual wishing to use vertebrate animals in research or teaching activities at or funded by ECU must seek approval from the [Institutional Animal Care and Use Committee \(IACUC\)](#) and obtain an approved [Animal Use Protocol \(AUP\)](#) prior to obtaining or using animals. All individuals listed on the AUP must be assessed by the Office of Prospective Health for inclusion in the ECU [Infection Control Policy: Occupational Health Program](#). Hazard and animal related disease training is also required. If hazardous physical, chemical, or biological agents are used in animal research, the appropriate subject matter experts in these areas must approve hazard use prior to final AUP approval. Individuals not using animals in research but exposed to animals directly or indirectly also receive training consistent with the risk level. All approvals must be obtained before personnel are allowed card access to the animal housing and use areas. The Department of Comparative Medicine maintains an [Emergency Response Plan for Animal Care](#) which addresses natural disasters, pandemics, and extremist activities.

Building Access (ECU 1Card)

The ECU 1 Card is the official photo ID card for ECU. All students, staff, and faculty need this card whenever they are asked to show university identification. An ECU 1 Card is obtained by visiting the 1 Card office with a valid state issued ID card, paid cashier's receipt for current semester or Letter of Employment, and knowledge of ECU ID number. Disabling of ECU 1 Card access and/or clearance levels is manually updated as Human Resources (HR) advises via a termination report sent to the 1 Card office. Building access is determined by the role of the applicant. For example, upon onboarding a new employee, a request form signed by the employee's supervisor is sent to the 1 Card office approving access to buildings that the employee will occupy based on their job duties. If at any time the employee's access should change, a new signed form is submitted to the 1 Card office instructing additional access or removal of access.

ECU 1 Card manages the security access system for Main Campus, the Health Sciences campus, and off-campus facilities. This involves controlling the security access of access

points to include exterior/interior doors and elevators across campus. Card reader access points allow patrons to access a building, room, or area via their ECU 1 Card with authorized pre-approval. Control points allow patron access to a building, room, or area only during scheduled unlock times. Monitoring points are generally designated for doors that remain locked 24/7 and are usually not used as an entry point to the building, room, or area.

Facilities

Facilities Services publishes [construction standards](#) to ensure that facilities are made safer through the installation of the appropriate safety equipment, security measures, and proper egress. All plans for the construction and/or renovation of facilities are reviewed by key personnel from the following units that report to the Vice Chancellor of Administration and Finance: Facilities Engineering and Architectural Services, Facilities Services, Information Technology and Computing Services (ITCS), Telecommunications, Materials Management, Environmental Health and Safety, and affected building occupants ([Division of Administration and Finance Org Chart](#)). The City of Greenville Fire and Rescue Department also participates in design reviews to evaluate building access for emergency vehicles. They also conduct periodic site visits to plan fire and rescue responses to emergencies and conduct on-site training exercises to familiarize response staff with the campus. ECU Police Department personnel are trained in [Crime Prevention Through Environmental Design \(CPTED\)](#) and use these design parameters to ensure that facilities and grounds promote safety and support crime prevention principles. Proposed plans are sent to the Office of State Construction for consideration and approval.

The NC Department of Health and Human Services' (NCDHHS) Environmental Health Unit conducts annual sanitary inspections ([NCDHHS Inspection Report, 2018](#)) of all campus facilities. Facilities Services and EH&S accompany these agencies on their inspections and, if deficiencies are noted ([NCDHHS Inspection Report, 2018, p.4](#)), work orders are generated to correct the deficiency noted ([Work Order 18-043170](#)). Laboratory safety, clinical safety, and facilities and grounds safety inspections are conducted by EH&S, Office of Prospective Health, ECU PD, and Facilities Services throughout the year.

Facilities Services uses the Annual Fire and Safety Inspection conducted by the North Carolina Department of Insurance (NCDOI) to assess the safety of the university's real property. [North Carolina General Statute 58-31-40](#) requires the NCDOI to inspect each state-owned building at least annually in order to identify any conditions that may be detrimental to the safety of the building or its occupants. These inspections are based on the North Carolina Building Code and the NFPA fire codes, as well as other standards and insurance criteria. ECU is responsible for correcting the reported deficiencies in a timely manner to improve life safety and to prevent property losses. For example, the [2018 Annual Fire and Safety Inspection: ECU Campus](#) identifies deficiencies noted by the State Fire Marshall on main campus by building. (ECU also receives an Annual Fire and Safety Inspection report for the Health Science campus.) The deficiencies annotated on the 2018 Annual Fire and Safety Inspection: ECU Campus are transcribed by Facilities Services personnel into Microsoft Access for ease in tracking and reporting. Facilities Services generates the [2018 DOI Report](#) that notes the findings from the 2018 Annual Fire and Safety Inspection report and what solutions are in place to correct the deficiencies. This report is sent to the NCDOI, specifically the State Fire Marshall, to communicate the plans to correct the noted deficiencies.

Facilities Services' trained inspectors perform regular inspections of all facilities to identify

maintenance deficiencies and safety issues. Facilities Service – Utilities Services has a Life Safety Shop with electricians, fire alarm technicians, and life safety technicians responsible for the various life safety systems including, but not limited to, fire extinguishers, fire suppression systems, sprinkler systems, fire pumps, emergency lighting, fire alarms, etc. All Facilities Services personnel are charged with performing inspections of facilities and grounds during the course of their work. If a deficiency is found, the Facilities Services personnel submit a work order to correct it through maintenance or installation of corrective equipment.

Campus Living maintains a high level of security and door control. Campus Living and EH&S conduct fire drills a minimum of four times per year. Processes are then evaluated and the feedback used to inform and enhance future drills ([Residence Halls Fire Drill Report 2018](#)).

Disability Support Services

Disability Support Services (DSS) (reporting to the [Division of Student Affairs](#)) and the campus community strive to ensure that all programs and services are accessible in a safe, barrier-free manner. Students at the University level must self-disclose a disabling condition and the need for accommodation. Staff are on hand at Open House, Admitted Students Day, and all Orientation sessions to provide guidance on available services. Additionally, faculty are encouraged ([COB Syllabus Instructions](#)), and most comply with, the request to include the following statement on all syllabi:

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services.

Furthermore, DSS assists with the following initiatives that strengthen compliance with ADA requirements:

Campus Operations Design Review: The ADA Coordinator/Director of DSS is included in the pre-construction review of all renovations and new construction. The goal is to ensure that the 2010 standards for accessible design are followed with an emphasis on accessible, safe paths of travel.

Report a Barrier: Each page of the ECU website template has a “Report a Barrier” link for reporting ADA accessibility issues. ([Report a Barrier Examples](#)).

The ADA transition plan 2016: As required, the university has a working ADA transition plan for bringing the campus into full compliance. Based on the deficiencies noted in the report, two to three projects are selected each year for improvements focusing on accessibility and enhanced path of travel throughout campus.

Dean of Students Office

The Dean of Students Office (reporting to the [Division of Student Affairs](#)) supports a healthy, safe, and secure environment for all students. The Dean of Students supervises the [Center for Counseling and Student Development](#) (CCSD) and the [Office of Students Rights and Responsibilities](#) (OSRR).

CCSD's programs and services, such as individual counseling, group counseling, substance abuse counseling, and victim advocacy to name a few, are designed to enhance personal growth through developmental, preventive, and therapeutic programming designed to facilitate skill development, improve function and increase understanding of self and others. As such, individual and group programs and outreach activities are designed to enhance the quality of life for ECU students in the areas of cognitive, emotional, social, career, and academic development.

OSRR fosters student growth by promoting students' awareness and understanding of their rights and responsibilities as community members. OSRR administers the Student Conduct Process ([Student Code of Conduct](#)). It addresses student conduct and creates developmental learning opportunities in an effort to engage students in ethical decision-making.

East Carolina University Behavioral Concerns Team

The [University Behavioral Concerns Team \(UBCT\)](#) operates to receive, collect, consider, assess, and intervene upon information on behavior of concern exhibited by a student or group of students, a faculty or staff member, or a visitor to the campus. The team gathers and reviews all available relevant evidence, speaks with the individual of concern and other involved parties as appropriate, conducts a threat assessment based upon the information available, develops a personalized plan of intervention, and coordinates the implementation of the plan of intervention through collaboration with relevant campus resources and affected University departments on the record of its proceedings ([UBCT Employee and UBCT Student Examples](#)).

CARE Team

The [CARE Team](#) assesses whether individuals pose a risk to themselves or others and to intervene when necessary, to identify and provide assistance to those in need. The team takes a preventative approach to risk assessment by offering resources, referrals, and support to both the concerning individual and those impacted by their behavior. The multidisciplinary team, which is comprised of faculty and staff from across the institution, functions as the central collection point and repository for information when concerns are raised about a student who may be at risk for harming self or others and/or who may pose a significant disruption to the campus environment. The goal of the team is to identify, prevent, and reduce the risk of violence on campus and to promote the safety and well-being of all members of the University community. The Care Team is committed to improving campus safety and student success by proactively and collaboratively managing situations and individuals that pose, or may reasonably pose, a threat to the safety and well-being of the campus community ([CARES Student Example](#)). The dean's staff works closely with the ECU PD to address student inquiries about persons of concern.

Office of Equity and Diversity: Title IX, Title VII, VAWA, and Clery Act

East Carolina University strives to be a national model for student success, public service, and regional transformation and is built upon tolerance, civility, and mutual respect.

Consistent with these values, the University is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community. The University's Office for Equity and Diversity (OED) provides leadership in the university's efforts to foster a welcoming and inclusive environment for all. OED promotes a diverse, respectful, and inclusive environment for the university community (i.e. main campus and health science campus) through [educational programming, training and seminars](#). The Office promotes equity in university-wide educational opportunities, programming and employment in order to sustain a diverse and inclusive learning, living and working environment.

The scope of the OED encompasses institutional equity and diversity functions involving education, intervention, compliance, consulting, programming, outreach and assessment. Institutional practices, in support of the principles of diversity and equity, are monitored in this office. Our goal is that the guiding principles of equity and diversity are applied and assessed institutionally pertaining to administration, academics, budgets, and strategy.

The University prohibits unlawful discrimination on the basis of sex or gender in any of its education or employment programs and activities. To that end, the [Regulation on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence](#) (from here to fore referenced as, Regulation) prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972 ("Title IX"); Title VII of the Civil Rights Act of 1964 ("Title VII"). Such behavior also requires the University to fulfill certain obligations under the Violence Against Women Reauthorization Act of 2013 ("VAWA") and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"). ECU does not have any open or pending investigations by the Office of Civil Rights.

The University prohibits Sexual Assault, Offensive Touching, Sexual Exploitation, Dating and Domestic Violence, Stalking, Sexual or Gender-Based Harassment, Complicity in the commission of any act prohibited by this Regulation, and Retaliation against any person for reporting an allegation of prohibited conduct under this Regulation or participation in any investigation or proceeding under this Regulation (collectively, "Prohibited Conduct"). These forms of Prohibited Conduct may be unlawful, undermine the character and purpose of the University, and will not be tolerated.

The University adopted the Regulation with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering the University's community of trust, in which Prohibited Conduct is not tolerated; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties; and (5) identifying the standards by which violations of the Regulation will be evaluated and disciplinary action may be imposed. Employees or Students who violate the Regulation may face disciplinary action up to and including termination or expulsion. The University will take prompt and equitable action to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The University conducts ongoing prevention, awareness, and training programs for employees and students to facilitate the goals of the Regulation. Every member of the University community should foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The University will support and assist community members who take such actions.

To demonstrate the University's compliance with the Regulation and applicable procedures, a copy of a [redacted case file](#) has been provided. The investigation occurred in the Spring 2018 academic semester and was conducted using the [Appendix A](#) procedures associated with the Regulation. Specific identifying information was redacted per privacy/student record policies.

In addition to the Regulation, the University, through the [Notice of Nondiscrimination and Affirmative Action Policy](#), prohibits discrimination, harassment and related retaliation based on the University's recognized protected classes: race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status.

Purpose of the SMRT Committee

Upon receipt of a report of prohibited conduct committed by a student, the Sexual Misconduct Response Team (SMRT) will make an initial assessment of the reported information to respond to any immediate health or safety concerns raised by the report and to determine whether there is reasonable cause to believe a policy violation could have occurred such that an investigation is warranted. An allegation of Prohibited Conduct will be investigated regardless of any SMRT determination if investigation is recommended by the Title IX Coordinator or designee.

The purpose of the SMRT is to assess the immediate resource needs of the Complainant(s) and Respondent(s), recommend any corrective actions needed to address campus environmental concerns, monitor reports for any patterns or trends, and determine whether there is reasonable cause to conclude that a violation of policy has occurred and, if so, initiate an investigation. The SMRT will refer conclusions on any patterns or trends to the Division of Student Affairs for utilization in the development and presentation of prevention and awareness efforts.

Frequency of Meetings

The SMRT convenes (in person, by telephone, or by video conference) weekly or as needed to review information received from a report of prohibited conduct and to review new, relevant information as it becomes available.

Criteria for the Evaluation

The SMRT will evaluate every report of Prohibited Conduct by a student. Per the [Regulation on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence](#), Prohibited Conduct includes Sexual Assault, Offensive Touching, Sexual Exploitation, Dating and Domestic Violence, Stalking, Sexual or Gender-Based Harassment, Complicity in the commission of any act prohibited by the Regulation, and Retaliation against any person for reporting an allegation of Prohibited Conduct under the Regulation or participation in any investigation or proceeding under the Regulation (collectively, "Prohibited Conduct").

In its initial assessment, the SMRT will confirm the parties have (as applicable):

- Been assessed for their safety and well-being and offered the University's immediate support and assistance;
- Been informed of their right to seek medical treatment and received explanation of the

importance of obtaining and preserving forensic and other evidence;

- Been informed of the right to contact law enforcement, decline to contact law enforcement, and/or seek a protective order;
- Been informed of the University's and community resources, the right to seek appropriate and available remedial and interim protective measures, and how to request those resources and measures;
- Received a written explanation of all available resources and options and been offered the opportunity to meet to discuss those resources and options;
- Been informed of the University's Alternative or Formal Resolution options under these Procedures; ascertained the Complainant's expressed preference (if the Complainant has, at the time of the initial assessment, expressed a preference) for pursuing Alternative Resolution, Formal Resolution, or neither; and confirmed each of the parties has had the opportunity to discuss any concerns or barriers to participating in any University investigation and resolution under these Procedures;
- Received an explanation of the University's prohibition against Retaliation and that the University will take prompt action in response to any act of Retaliation;
- Assessed the nature and circumstances of the report, including whether it provides the names and/or any other information that personally identifies the Complainant, the Respondent, any witness, and/or any other third party with knowledge of the reported incident and whether there is reasonable cause to conclude that a violation of University Policy could have occurred;
- Ascertained the ages of the Complainant and the Respondent, if known, and, if either of the parties is a minor (under 18), insure the Title IX Coordinator or designee contacts the appropriate child protective service agency;
- Communicated with appropriate University officials to determine whether the report triggers any Clery Act obligations, including entry of the report in the daily crime log and/or issuance of a timely warning, and take steps to meet those obligations.

SMRT Committee Members

As determined by the co-chairs, the SMRT may include select members of the University Behavioral Concerns Team (UBCT) and shall include, at a minimum: (1) the Title IX Coordinator or his/her designee, (2) the assigned investigator, (3) a representative of the Office of Student Rights and Responsibilities (OSRR), (4) a representative of the ECU Police Department (the ECUPD Representative), (5) a representative from the Dean of Student's Office, and (6) the University's Clery Compliance Officer. A representative of the Office of University Counsel will serve as an advisor to the SMRT. In addition, the SMRT may include a representative from Campus Living, the Counseling Center, or Student Health Services, depending on the circumstances of the reported incident and the status of the Complainant and the Respondent ([SMRT Committee Members](#)).

As evidence for how this committee is used to provide a safe and secure environment please see attached the past three (3) [SMRT Agendas](#) and two (2) [Case Review Sheets \(SMRT\)](#) (information redacted to comply with FERPA and HIPPA).

Health and Wellness Services for Students and Employees

ECU offers resources to keep students and employees healthy. Student Health Services is a healthcare resource for students. ECU Physicians offers an acute urgent care service for employees, and Human Resources supports an Employee Assistance Program.

Student Health Services

Student Health Services (SHS), accredited by the Accreditation Association of Ambulatory Health Care (AAAHC), provides quality healthcare to current ECU students. SHS has two locations, one on the main campus and one on the Health Science Campus. The main campus hours of operation are Monday – Friday, 8 a.m. - 5 p.m.; in addition, Saturday and Sunday hours are available for acute care from 9 a.m. - 11:30 a.m. during the fall and spring semesters. The hours of operation at SHS on the Health Science Campus are Monday, Wednesday, Friday, 1 p.m. - 5 p.m. and Tuesday and Thursday, 8 a.m. – 5 p.m. After hours, students may utilize a free, 24-hour nurse call service to obtain medical advice. Eligible students are able to purchase the [Student Health Insurance Plan \(SHIP\)](#) offered through Blue Cross Blue Shield of North Carolina.

ECU Physicians

ECU Physicians operates an acute urgent care service called [Rapid Access](#). This service provides all ECU Employees and their immediate family members access to same-day appointments with a physician or an Advanced Practice Provider for urgent general care conditions, such as fever, nagging cough, cold or flu like symptoms, minor injuries, or other acute, non-emergent conditions. Annually, approximately 1350 individuals contact the Rapid Access Appointment Line for assistance. Individuals who call the Rapid Access phone line are scheduled for an appointment with an appropriate primary care clinician. Appointments are scheduled the same day or within 24 hours.

Employee Assistance Program

ECU cares about its employees and is dedicated to a healthy work-life balance for employees. ECU acknowledges that both work and personal life may be stressful at some point in time during an employee's career. In order to provide an avenue for employees to confidentially discuss personnel matters that may or may not be impacting the employee in the workplace, ECU offers an [Employee Assistance Program](#) that includes confidential assessments and referrals for employees who work a minimum of 30 hours per week. The goal of the Employee Assistance Program is to provide counseling options to employees for a variety of needs, including but not limited to, anger management, coping skills, substance abuse, grieving the loss of a loved one, marital and family, and stress management. If ECU employees are managing personal issues well, this reduces the distraction in the workplace and will result in a safer, healthier, and more productive work environment. ECU pays the co-pay for the first visit and a portion of the co-pay up to two additional visits. Employees must present their one-card at each visit.

Conclusion

The University considers the personal physical safety of its students and employees necessary for a successful learning environment. It is our hope that a well-informed University community will be a safe one. The institution, through interdepartmental communication and transparency, takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

R - 14.4

Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy "Accrediting Decisions of Other Agencies.")

Judgment

Compliance Non-Compliance Not Applicable

Narrative

ECU represents itself accurately to all U.S. Department of Education (USDOE) recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status, including the imposition of public sanctions. [Thirty-nine educational programs](#) offered by ECU are accredited by 15 USDOE recognized accrediting agencies as follows:

- Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics ([ACEND](#))
- Accreditation Commission for Midwifery Education ([ACME](#))
- American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education ([ACOTE](#))
- American Psychological Association, Commission on Accreditation ([APA](#))
- Commission on Accreditation in Physical Therapy Education ([CAPTE](#))
- Commission on Collegiate Nursing Education ([CCNE](#))
- Commission on Dental Accreditation ([CODA](#))
- Commission on English Language Program Accreditation ([CEA](#))
- Council for Education for Public Health ([CEPH](#))
- Council on Academic Accreditation in Audiology and Speech-Language Pathology ([CAA](#))
- Council on Accreditation of Nurse Anesthesia Educational Programs ([COA](#))
- Liaison Committee on Medical Education ([LCME](#))
- National Association of Schools of Art and Design ([NASAD](#))
- National Association of Schools of Music ([NASM](#))
- National Association of Schools of Theatre ([NAST](#))

Detailed information about [program names and review dates](#) are published on the Institutional Planning, Assessment and Research (IPAR) [website](#). To ensure each program describes ECU accurately to all USDOE recognized accrediting agencies with which it holds accreditation, ECU publishes an annually updated [standard description of ECU](#) and [ECU's SACSCOC accreditation status](#) on the IPAR website. In addition, IPAR offers [resources to programs](#) during their self-study process, which includes the standard description of ECU and the statement of ECU's SACSCOC accreditation status. Furthermore, IPAR conducts an annual audit of program accreditation status and monitors accreditor's USDOE recognition status. Programs' self-studies and letters of affirmation are collected, reviewed, and saved in an inventory. If programs do not include the standard description of ECU and/or the statement of ECU's SACSCOC accreditation status, ECU provided such information to the

accreditor separately. To illustrate compliance, ECU provides the following examples of program self-studies:

- Commission on Collegiate Nursing Education (CCNE): Nursing (MSN) ([Self-study Report Page 3](#))
- Accreditation Commission for Midwifery Education (ACME): Nurse Midwifery (PM) ([Self-study Report Page 1](#))
- American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education (ACOTE): Occupational Therapy (MSOT) ([Electronic Self-study Screenshot of Uploaded Document](#))
- American Psychological Association, Commission on Accreditation (APA): Health Psychology (PhD) ([Self-study Report Page 1](#))

In addition, ECU complies with the Federal Misrepresentation regulation [34 CFR 668.50 \(c\) \(1\) \(i\)](#) which states:

(c) Individualized disclosures. (1) An institution described under 34 CFR 600.9(a)(1) or (b) that offers an educational program that is provided, or can be completed solely through distance education or correspondence courses, excluding internships or practicums, must disclose directly and individually--

(i) Prior to each prospective student's enrollment, any determination by the institution that the program does not meet licensure or certification prerequisites in the State of the student's residence; and

(ii) To each enrolled and prospective student--

(A) Any adverse action initiated by a State or an accrediting agency related to postsecondary education programs offered by the institution solely through distance education or correspondence study within 30 days of the institution's becoming aware of such action;

ECU [programs are required to report](#) to IPAR immediately any decision of accreditation status (e.g., reaffirmation of accreditation, request for additional information, request for a progress report, an imposition of public sanctions, etc.). Since the last reaffirmation, ECU has not voluntarily withdrawn accreditation from any U.S. DoE recognized accrediting agencies, and no agencies have taken negative actions against any ECU programs. Should this happen, IPAR will inform SACSCOC and all other USDOE recognized accrediting agencies.

Conclusion

In summary, ECU describes itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents, and keeps each USDOE recognized accrediting body, including SACSCOC, apprised of any change in its status with one or another accrediting agency.

R - 14.3

Comprehensive Institutional Review

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

East Carolina University (ECU) is in compliance with distance education (DE) related requirements, standards and policies applied to its distance learning programs and off-campus instructional sites. ECU's [Distance Education Policy](#) approved by the Faculty Senate and the chancellor (most recently updated April 24, 2018 – [Resolution #18-43](#)) and published in the ECU Faculty Manual, Part VI, Section III, guides the development, delivery, and assessment to its distance education programs and off-campus instructional sites. ECU does not have any branch campuses. ECU identifies off-campus instructional sites and distance learning/online delivery of programs to be distance education (hereafter referred to as Distance Education or DE), in as much that approval for each is granted by the University of North Carolina System Office (UNCISO) through the [Request to Deliver](#) documentation and once approved, programs are listed within the distance education selection of the [UNCISO Program and Degree Finder](#) website. Complete documentation and descriptions to support compliance are provided in the narratives of compliance referenced in the heading sections below. These headings correspond to those in the SACSCOC Resource Manual for Principles of Accreditation: Foundations for Quality Enhancement, [Appendix C: Guidelines for Addressing Distance and Correspondence Education, Off-Campus Instructional Sites, and Branch Campuses](#). This section summarizes the case for compliance with all DE related standards and provides one coherent description of distance education at ECU.

Mission

If the institution offers predominantly distance and correspondence education programs as its primary mode of delivery, this should be reflected in the institutional mission. Likewise, if expansive use of extended sites is the primary means of program delivery, that should be reflected in the institutional mission. Otherwise, the mission should not be inconsistent with the nature of such locations and modes of delivery. See Core Requirement 2.1 (Institutional mission).

Although DE is not ECU's predominate mode of instruction for educational programs, the institution has set forth a [Mission](#) and [Strategic Plan](#) that addresses the incorporation of distance learning programs and off-campus instructional sites. The mission reads as follows:

To be a national model for student success, public service, and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills, and values to succeed in a global,

multicultural society;

- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

(Approved, UNC Board of Governors, February 2014)

ECU's first commitment, as published in our 2017-2022 Strategic Plan, Capture Your Horizon (approved by the Board of Trustees, [BOT minutes 7-28-2017](#)), is "Maximize Student Success". The success of our students is the ultimate measure of our university. We will support excellence, expand opportunity, and celebrate achievement." Listed below are the goals specific to distance education:

- We will leverage our leadership in distance education to improve accessibility for key student populations. We will establish targeted programs supporting seamless transitions to ECU for active military, veterans, and transfers. We will encourage the return of "part-way home" students to complete their degrees. We will lead the UNC system in the enrollment and graduation of students from rural counties.

As stated in the [Distance Education Policies](#), "Programs offered via distance education shall be consistent with the mission of East Carolina University and the academic unit offering the courses or programs."

Degree-granting Authority

If the institution has physical sites in states or nations outside of the main campus, these should have appropriate governmental operating authority and/or degree-granting authority, if required. Similarly, if the institution has distance/correspondence education students enrolled from other states, it should provide evidence of state authorization, if required. If such authorization is not required, evidence should support that it is not needed. See Core Requirement 3.1.a (Degree-granting authority).

ECU has degree-granting authority from the appropriate government agency.

UNCSO has given ECU degree-granting authority since the North Carolina General Assembly established the state higher education system in 1971. The [General Statutes of North Carolina Section 116-4](#) establishes ECU as one of 17 constituent institutions comprising the UNC System. The authority to plan and develop a coordinated system of higher education in North Carolina is vested in the UNC Board of Governors (BOG) in accordance with the [Constitution of North Carolina Article IX, Section 8](#). [General Statutes of North Carolina Section 116-11](#) authorizes the BOG to determine the functions, educational activities, and

academic programs of the constituent institutions, such as ECU, and to determine the types of degrees to be awarded. The UNC Policy Manual, Chapter 100.1, [The Code - Appendix 1](#), Delegations of Duty and Authority to Boards of Trustees - Section III - confers authority to the 17 institutions such that each institution determines when an individual student has fulfilled the criteria to be awarded a particular degree.

ECU has no physical sites in states or nations outside of the main campus with governmental operating authority and/or degree-granting authority. The institution does have distance/correspondence education students enrolled from other states.

ECU is an [approved](#) and active participant in the [State Authorization Reciprocity Agreement \(SARA\)](#). The institution is authorized to operate in the other 48 SARA states and two territories under SARA. California is not a SARA state and does not regulate public institutions outside California. Therefore, approval to offer programs to residents of California is not required. Massachusetts does not require approval of programs that do not have a physical presence. Since ECU does not have a physical presence in Massachusetts, ECU is not required to obtain approval from the Massachusetts Board of Higher Education.

Multi-level Governance

If branch campuses have their own boards, the relationship of these boards to the governing board of the institution should be clearly explained. See Standard 4.3 (Multilevel governance).

Not applicable. ECU does not have any branch campuses.

Faculty

Oversight of faculty teaching at extended sites and in programs offered predominantly via distance or correspondence education should be explained [see Standard 6.3 (Faculty appointment and evaluation)]. If students can earn 50 percent or more of the credits for a program at an extended site or via distance/correspondence education, there should be explanation of the responsibility for program coordination [see Standard 6.2.c (Program coordination)]. It would also be appropriate to explain the role of faculty development activities in preparing faculty to offer and teach courses using different modes of delivery [see Standard 6.5 (Faculty development)]. Faculty teaching at all sites and via all modes of delivery should be included in faculty rosters provided for Standard 6.2.a (Faculty qualifications). Faculty at branch campuses should be included in discussion of other parts of Section 6 (Faculty).

Administratively at ECU, distance education is considered an instructional modality and as such is administered in the same manner as face-to-face instruction, as stated in the [ECU Faculty Manual Part VI, section III](#). 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. ECU's [distance education programs](#) and the responsibility for their quality are housed in the academic colleges and departments. The Undergraduate and Graduate Curriculum Committees 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. The academic units provide the oversight of programs and courses delivered via distance education to ensure that each is coherent and has learning outcomes appropriate to the level and rigor of the course or program. Oversight from the Office of the Provost ensures that academic units adhere to the distance education policies.

[Program coordination](#) of off-campus instructional sites (50 percent or more credits earned at site) is overseen at the College/school level offering the degree program by program coordinators. Program coordinators visit each facility (Craven Community College and Gateway Technology Center) prior to the implementation of the program to ensure suitability. Furthermore, the program coordinators visit each site annually to ensure the continued quality of the facilities. The College/school communicates each semester with the site contact persons to facilitate classrooms and accessibility. These facilities are well equipped with the needed technology and are ADA accessible as required at the state level (to include restroom facilities, entrance/egress/etc.). For further information, see the Physical Resources section of this document.

The responsibility for academic programs whether offered on the campus or via distance education remains the same. At ECU, the hiring, staffing, credential review, and evaluations of all instructors teaching distance education courses and programs are the responsibilities of unit administrators. Additionally, unit administrators are responsible for ensuring that each instructor teaching distance education courses has the appropriate distance education training. Instructors who teach distance education courses and programs shall have the same academic qualifications and credentials as instructors who teach face-to-face courses. The instructor is primarily responsible for ensuring the rigor of programs and the quality of instruction offered through distance education. Faculty who teach one or more distance education courses must complete an initial [university training program](#).

In addition, instructors are required to 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 [annual report](#) of faculty teaching one or more distance education courses. Faculty unable to attend an in-person training can watch via [video](#) offered by the ECU Office for Faculty Excellence and submit a [reflection](#) to the director of OFE for approval.

For each of East Carolina University's undergraduate and graduate academic programs delivered through distance education, the number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs, addressed in Section 6 (Faculty). For online courses taught during the [2016-2017 and 2017-2018](#) academic years (excluding summer terms), 74% of undergraduate student credit hours were from courses taught by full-time faculty and 84% of graduate student credit hours were from courses taught by full-time faculty. During the same time period, for remote site courses, 59% of undergraduate student credit hours were from courses taught by full-time faculty and 64% of graduate student credit hours were from courses taught by full-time faculty. Further information regarding DE courses can be found in principle [6.2.b](#).

Institutional Planning

If the institution has broad goals and outcomes regarding growth and

development of off-campus sites and distance education, these should be pointed out in the discussion of Core Requirement 7.1 (Institutional Planning). Similarly, it should be clear whether extended sites and/or distance education students are part of the QEP (Standard 7.2) and if not, why not.

ECU's 2017–2022 Strategic Plan, [Capture Your Horizon](#) reflects our mission and serves as a proclamation of our commitments to the challenges set forth by the UNC System. ECU focuses on three commitments in our strategic plan that we have identified as critical to our continued growth, one of which is relevant to improving accessibility through distance education.

ECU's first commitment, as published in [Capture Your Horizon](#), is "Maximize Student Success". The success of our students is the ultimate measure of our university. We will support excellence, expand opportunity, and celebrate achievement." Listed below is the goal specific to distance education:

- We will leverage our leadership in distance education to improve accessibility for key student populations. We will establish targeted programs supporting seamless transitions to ECU for active military, veterans, and transfers. We will encourage the return of "part-way home" students to complete their degrees. We will lead the UNC system in the enrollment and graduation of students from rural counties.

Units' describe actions taken toward accomplishing their strategic planning goals in an annual progress report. Examples of unit progress reports with goals and actions, specific to distance education, include the [College of Engineering and Technology \(CET\)](#), which is committed to increasing the number of CET courses offered online or hybrid formats, or in face-to-face format with significant online content. A goal of the [College of Fine Arts and Communication \(CFAC\)](#) is to grow enrollment by 5% in programs targeted toward working professionals, such as: MAEd, MFA (low residency in ceramics), MA in Communication, BS in Communication (online), and MM in Music. Identifying community college programs that are compatible with the [College of Health and Human Performance \(HHP\)](#) majors and establishing articulation/bilateral agreements is another example of a unit goal specific to distance education. All ECU unit 2017-2022 Strategic Plans can be found on the ECU [Capture Your Horizon](#) website.

ECU's Quality Enhancement Plan--"Write Where You Belong"--is a multi-faceted, multi-year project to integrate, align, and reinforce writing instruction for all students from the day that they begin their first classes at ECU to the day that they complete their degrees and transition into the workplace or advanced study. It is a plan to implement and assess a focused set of initiatives designed to improve student learning across the university. Data has been collected and evaluated on the success of the project and is documented in the [QEP Impact Report](#). The [ECU Online Writing Lab \(OWL\)](#) offers distance education students the opportunity to consult with a trained writing center consultant, either in an e-Tutoring appointment, or a Meet Online appointment. Our OWL allows off-campus students to ask specific questions about their writing in any stage, from brainstorming to the final draft. While our online consultants do not simply proofread or edit anyone's paper, they gladly answer questions and try to provide feedback that will help any student become a better writer.

Student Achievement

An institution is not required to report separate student achievement data by location of instruction or by mode of instruction. However, it should be clear from narratives how these sites and modes are incorporated into broader institutional statistics and into outcomes assessment measures. Institutions with multiple sites or with a broad array of distance learning programs may find it helpful to consider location or mode of delivery as a key variable in developing ways to use assessment results for program improvement. See Core Requirement 8.1 (Student achievement), as well as all of the student outcomes sub-standards in Standard 8.2 (Student outcomes: general education). It should be noted that an institution does have an obligation to establish comparability of instruction across locations and modes.

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. Multiple measures are used to document student achievement, which is inclusive of distance education, off-campus, and campus students.

ECU tracks student achievement in a variety of ways. The two primary sets of student achievement indicators are:

- Institutional metrics aligned with the [UNC System Strategic Plan](#): five-year graduation rates, rural and low-income completions, critical workforces, and degree efficiency. All metrics were defined by UNC with goals negotiated between ECU and UNC.
- ECU selected metrics: six-year graduation rates, one-year retention rates, and licensure pass rates.

Pass rates on licensure examinations are a critical measure of student achievement. Programs strive to meet or exceed national benchmarks when they are available, track and evaluate student performance on licensure exams, and take actions to improve rates if necessary. The targets for the licensure pass rates are determined by program faculty based on national benchmarks. ECU's licensure examination pass rate goal is to meet or exceed state or national average, when available. Overall pass rates are inclusive of distance education students and are maintained by the appropriate units in the colleges. ECU monitors and publishes the licensure examination data for specific academic programs in a [dashboard](#).

For more information on student achievement [see standard 8.1](#) (Student Achievement).

Assessment of student achievement is also critical for continuous program improvement. Programs delivered through distance education are fully integrated into the [university-wide assessment program](#). Since all distance education programs and courses originate in the academic unit, the academic unit develops the assessment plan for the program regardless of the mode of delivery. To ensure quality and content of these educational programs, the [ECU Distance Education Policies](#) states that faculty and administrators within academic units oversee all distance education programs. The curriculum and evaluation of DE courses (including courses taught at off-campus instructional sites) are conducted under the same procedures and personnel as on-campus courses.

The Office of Institutional Planning, Assessment and Research coordinates the assessment of student learning outcomes in academic degree programs. A standard format for reporting on program student learning outcomes includes a summary of the curricular or pedagogical

actions taken by faculty to improve student learning; results from student artifacts; an analysis of the results; and the actions planned in the next academic year. A Unit Assessment Coordinator (UAC) is responsible for engaging the faculty in assessment related activities and reporting annually in the institutional tracking system, [Nuventive Improve](#). Regardless of delivery mode faculty define program level student learning outcomes and assess the extent to which students meet the criteria set.

All academic programs develop an outcomes assessment report for each distinct academic program. Bachelor's, masters and doctoral degrees in the same field represent three distinct programs. If there are two degrees at the same level in the same area but with only slight distinctions, these may be combined at the faculty's discretion. Examples are: 1) a B.A. and a B.S. degree in the same field in which the difference between required curricula resides in only one or two courses; 2) two masters' degrees in the same area that differ only by requiring a thesis in one case and an independent project in the other. Programs with both face-to-face and distance education sections of the same course should employ the same learning objectives and assessment instruments in order to demonstrate comparable outcomes.

Information on student outcomes assessment can be seen in [Standard 8.2a](#) (Student outcomes: educational programs).

Educational Policies, Procedures, and Practices

If branch campuses have academic policies or practices that vary from campus to campus, this should be explained in Standard 10.1 (Academic policies). Narratives in Standard 10.2 (Public information) should make clear how key public information is conveyed to students across sites and across modes of delivery.

ECU does not have any branch campuses.

ECU makes available to students and the public current academic calendars, grading policies, and refund policies in both the official [undergraduate](#) and [graduate](#) catalogs and through the institution's website. More information can be found in standard [10.2 \(Public Information\)](#).

ECU's [University Communications](#) unit has primary responsibility for admissions materials, student recruitment materials, and fund-raising materials. All student recruitment pieces including those for distance education must be created or approved by the University Communications in keeping with ECU's [guidelines](#) for writing and editing publications. Examples of recruitment materials for distance education include the [ECU Online Flyer](#) and the [ECU Online website](#). All publications listing courses and degree requirements must be approved by the dean/director/designee prior to submission to academic review and must be consistent with the ECU academic program inventory (API) and the ECU academic catalogs.

Cooperative Academic Arrangements

Off-campus programs and distance/correspondence education are areas where contractual or cooperative agreements often occur. The nature of these agreements should be clear, as should that the institution has the capacity to ensure the quality and integrity of programs offered via such arrangements. See Standard 10.9 (Cooperative academic agreements).

Not applicable. ECU has no joint or dual academic degrees with another institution.

Academic Governance

If an institution has extended sites and/or distance/correspondence education programs, Standard 10.4 (Academic governance) should clarify the responsibilities of the faculty for the content, quality, and effectiveness of curricula, including those offered at off-campus sites and via distance or correspondence education.

As evidenced in the [Faculty Manual, Part VI, Section III](#), the responsibility for academic programs whether offered on the campus or via distance education remains the same. ECU has maintained that all academic programs, regardless of delivery method, be developed and administered by the academic units that offer them. The hiring, staffing, and credentials review of all faculty are maintained in the individual academic units. Additionally, 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.

The university recognized the unique demands of a significant distance education program and has developed committees and working groups in the true sense of shared governance to help guide and shape policies related to distance education.

The [Distance Education and Learning Technology Committee](#), a standing committee of the Faculty Senate that meets [monthly](#), reviews program quality and policies and future directions relating to distance education; examines and recommends policies relating to distance education; ensures timely, informed faculty opinion on any technology action in any area that may affect significantly the university's academic mission; recommends policy related to the academic use of technology; and initiates, reviews, and makes recommendations on proposals to plan, implement, revise or eliminate technology initiatives, goals, standards, policies, procedures or actions that significantly impact the University's academic mission.

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

The [Academic Program Development Collaborative Team \(APDCT\)](#), an advisory body to the Academic Council, is composed of the Undergraduate/Graduate Curriculum Committee chairs; Educational Policies and Planning Committee (EPPC) chair; dean of the Graduate School; representatives from Academic Outreach, Continuing and Distance Education (AOCDE); Institutional Research, Academic Planning and Accreditation, and Division of Health Sciences; and the Chair of the Faculty Senate. 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.

ECU conducts a seven-year [Academic Program Review \(APR\)](#) of all undergraduate and graduate programs in a department/school, no matter the delivery mode. Faculty are engaged in a reflective process of thoughtful study and evaluation of program quality and alignment to ECU's values, mission, and commitments in support of our students and the region. Program review is an integral part of the university's ongoing assessment and strategic planning processes designed to enhance the quality of all educational programs.

Library and Learning/Information Resources

Institutional narratives and documents should be explicit as to how students at off-campus sites and those enrolled in distance or correspondence education programs have access to adequate and appropriate library or related collections and services. All three parts of Section 11 (Library and Learning/Information Resources) will generally have supporting narrative related explicitly to location or mode of delivery.

Two libraries serve all students enrolled at East Carolina University. [J.Y. Joyner Library](#) serves students enrolled in courses and degree programs in East Carolina University's Thomas Harriot College of Arts and Sciences and the Colleges of Business, Education, Fine Arts and Communication, Health and Human Performance, Engineering and Technology. The [Music Library](#), housed in the Fletcher Building, is considered a branch of Joyner Library. The [William E. Laupus Health Sciences Library](#) serves students in the Brody School of Medicine, the College of Nursing, the College of Allied Health Sciences, and the School of Dental Medicine. Both libraries provide special services for distance education (online and off-campus site) students and routinely assess those services.

Students enrolled at East Carolina University as distance education students are provided special services to ensure access to the Libraries' physical and electronic collections. Many librarians and staff members work directly with distance students as services are provided. Information about distance education services can be found on the ECU Libraries [Distance Education](#) web page. Off-campus access to library resources is available to all students by authentication through a proxy server. The students authenticate themselves by using their ECU Pirate ID and passphrase. Further information regarding services are available on the [Distance Education Services - Students](#) page.

Both libraries provide library orientations, instruction sessions, and research assistance to distance education students using a variety of methods including web conferencing, resources embedded in the course management system, pre-recorded video, and in person

at the request of the teaching faculty member. Library orientations are provided through [online tutorials, videos, and research guides \(LibGuides\)](#) which introduce services to distance students and instruct students in the use of specific library research tools. [Assistance](#) with research and one-on-one consultation services are provided through instant messaging, text messaging, e-mail, telephone, or in-person. Instant messaging and text messaging reference services are available 89 hours per week during fall and spring semesters and 69 hours per week in the summer. Additionally, students may request assistance using the [Ask a Librarian](#) web page. Students may also have contact with liaison librarians who partner with faculty to provide instruction, synchronously or asynchronously. Orientation sessions are also offered to faculty members to provide information about library services which can be conveyed to students in distance courses.

Both Joyner and Laupus Libraries currently offer an extensive collection of online databases and collections which include eBooks, abstract/indexing information, primary sources, business and statistical data, and a myriad of other information appropriate for the majors, programs, and courses offered at ECU. Many of these resources offer full-text access to individual articles and books. If students wish to determine if the libraries provide full-text access to a particular journal or book, students may use the [E-Journal/E-book Portal](#).

Students enrolled in distance education courses may check out books from both Joyner and Laupus Libraries, as well as request scans of articles from the Libraries' print and microform collections for delivery by email. DE students who are able to come to campus, may check out books by providing their ECU (Banner) ID number or using the [DE Student Card](#) (which also allows access to other UNC System libraries). If a DE student is unable to come to campus the Document Delivery process can be used, which mails the book and other media materials to the DE student's physical address; via UPS ground service. Further information about obtaining materials at a distance is available through the [Interlibrary Loan/Document Delivery](#) websites.

Joyner Library is open 142 service hours per week (24/5) during the fall and spring semesters, with extended hours during final exam periods and an abbreviated schedule of approximately 85 hours during summer sessions. Laupus Library is open 95.5 hours per week during regular semesters; during exams hours are extended to 119.5 per week.

Academic and Student Support Services

It is common to see explicit reference to off-campus sites and to distance education in narratives relating to academic and student support services. The standard does not require identical services regardless of location or mode of delivery, but it should be clear as to the nature of services across locations and modes, and that the services match the needs of students by location and mode. See Core Requirement 12.1 (Student support services).

Rather than develop alternative systems for DE students, ECU has developed web-based processes that support all students, both DE (online and off-campus site), and campus. Careful planning and dedicated resources have permitted ECU to move from paper-based processes to a system where all ECU students can interact with the university in the same manner.

There has been the campus-wide effort to make distance education programs a mainstream activity of the university and of the academic departments/schools rather than functioning as separate programs maintained by a separate administrative unit. ECU recognizes the inherent strength of this model and has diligently pursued the development and support of distance education programs as a core component of its [educational and service missions](#). Under this model Academic Outreach, Continuing and Distance Education assumes an active role in assisting with logistical issues, student support and recruitment, marketing, and reporting/planning support while academic departments/schools maintain responsibility for program faculty, curriculum, and program integrity. All activities are supported by a core university commitment to ensure the funding resources, infrastructure, and support systems are required to maintain quality programs.

From admission to graduation, ECU provides a system of support services that acknowledges the challenges students away from the campus have in meeting the responsibilities of their families and careers while pursuing academic endeavors. ECU's mission guides the institution to assess each individual situation and provide situation-specific responses to student needs.

The [ECU Online Writing Lab](#) (OWL) is one example of a service which offers distance education students the opportunity to consult with a trained writing center consultant, either in an e-Tutoring appointment, or a Meet Online appointment. Our OWL allows off-campus students to ask specific questions about their writing in any stage, from brainstorming to the final draft. While our online consultants do not simply proofread or edit anyone's paper, they gladly answer questions and try to provide feedback that will help any student become a better writer.

In addition, the [ECU Online](#) student services area serves as a bridge between the student at a distance and the academic and administrative units of the university. ECU Online is charged with assisting ECU students away from the campus by identifying the nature of this specific student population's concerns and marshaling the resources of multiple offices to provide students with general information, policies and procedures, and referrals to other support services on campus. The needs and challenges of DE students away from the campus are far more complex and their expectations in regard to service are often at a professional level demanded each day in their career settings.

Undergraduate DE students have access to tutoring, and study skills consultations with professional staff and tutors through the [Pirate Academic Success Center](#) (PASC). Sessions are held in person or virtually using the phone, Skype, Facetime, and digital tutoring on Bb. Enrolled ECU students also have access to Tutor Matching Service, a community tutoring service with PASC tutors and tutors throughout the UNC system. Graduate DE students can take part in study skills consultations – meaning they can meet with a professional staff member using the phone, Skype, and Facetime. They can build and review their study skills, enhance class strategies, and receive support and encouragement.

Finally, the [ECU Proctoring Center](#) is an approved site in the [UNC Online Proctoring Network](#). To ensure the academic integrity of the examination process, the ECU Proctoring Center is a facility where distance education students can take computer-based and paper-based exams in a secure, quiet and comfortable environment. Students enrolled in DE classes at East Carolina University and other universities within the University of North Carolina System can take proctored exams at the ECU Proctoring Center at no charge.

Other services offered to DE students include:

- [Enrollment Services/Admissions](#)
- Registrar
- Financial Aid
- Cashier's Office
- Academic Advising
- Dean of Students Office
- Career Services
- Center for Counseling and Student Development
- Office of Student Rights and Responsibilities
- Department for Disability Support Services

Specific information regarding the academic and student support services are addressed in more detail in [Core Requirement 12.1 \(Student support services\)](#).

Student Written Complaints

Students at off-campus locations or taking courses via distance or correspondence education have rights to file written complaints with the institution. Narratives should make clear how this information is accessed for these students. See Standard 12.4 (Student complaints).

The [Office of the Dean of Students](#) is the central campus resource for addressing [student grievances and inquiries](#), including those of [distance education students](#). The office provides guidance to students who believe that there is reason to make an inquiry or complaint and can assist by helping students determine the nature of the complaint and/or the appropriate faculty or staff member or department to discuss/receive the initial complaint. All issues and concerns must be filed through this office.

Students not residing in North Carolina and enrolled in a North Carolina institution that operates under [SARA North Carolina](#) may submit complaints to the organization listed below only after completing the complaint process established by the institution attended by the student. The SARA portal entity in the state where the student is located will be notified that the complaint was received and may assist as needed. Resolution of the complaint by the SARA portal entity in the institution's home state is final.

SARA North Carolina--North Carolina State Education Assistance Authority ([SARA-NC](#))

P.O. Box 14103

Research Triangle Park, NC 27709

T: (855) SARA-1-NC (727-2162)

T: (919) 549-8614 ext. 4660

You may reach SARA-NC by email: information@saranc.org

Please visit the [SARA-NC Student Complaint Process](#) and complete the [SARA-NC Student Complaint Form](#)

For more information regarding student written complaints see [Standard 12.4 \(Student complaints\)](#).

Financial Documents

A characteristic of a branch campus is a degree of budgetary independence from the main campus. Institutions with branch campuses will need to discuss this, including budget approval processes, as part of its narrative in Standard 12.2 (Financial documents).

Not applicable.

Not applicable. ECU does not have any branch campuses.

Physical Resources

There should be explicit reference to the adequacy and appropriateness of the physical facilities and resources at off-campus instructional sites and branch campuses within Standard 13.7 (Physical resources). For branch campuses, the coverage under this standard will be very similar to what is provided for the main campus; use of a subheading for each branch campus might be considered. For smaller off-campus sites, the facilities should be discussed, whether or not under the direct control of the institution. Institutions offering distance education programs generally include a brief discussion of the learning management system and the IT backbone available to host the service.

The university is committed to providing accessible technology and educational resources to all students. Computer labs, learning platforms, web pages, multimedia content and applications are accessible to everyone including individuals with disabilities. ECU works to comply with accessibility standards to enable all users to fully participate. By establishing an accessibility and compliance program and keeping up to date with current trends in educational technology, learning platforms and web development, ECU has addressed the needs of all students and ensures access. Some of the [assistive technologies](#) available to all students (DE and campus) include JAWS 16 screen reading program, Duxbury Braille Translator 11.1 software, and the CCTV electronic magnification system.

Evaluation of off-campus instructional sites is overseen at the college/school level offering the degree program. Program coordinators visit each facility prior to the implementation of the program to ensure compliance. Furthermore, the program coordinators visit each site annually to ensure the continued quality of the facilities. The college/school communicates each semester with the site contact persons to facilitate classrooms and accessibility. These facilities are well equipped with the needed technology and are ADA accessible as required at the state level (to include restroom facilities, entrance/egress/etc.).

For additional information concerning physical resources see [13.7 \(Physical Resources\)](#).

Institutional Environment

Institutions are responsible for the institutional environment at off-campus

instructional sites and at branch campuses, whether or not the sites are under the direct control of the institution. Contracts, emails, surveys, and other documents might be relevant for inclusion under Standard 13.8 (Institutional environment).

Off-campus instructional sites are deemed safe and secure for faculty and students as is evident by each approved site having its own security guidelines and protocols that align to the specific institution's mission and strategic plan. For example, Craven Community College Campus Security is tasked with securing the environment for all campus occupants while on their campus. The Campus Security are located in close proximity to the ECU off-campus students/instructor and are available by phone while class is in session. Similarly, Gateway Technology Center, located on North Carolina Wesleyan College's campus, also has a police department that manages the security and safety of all campus occupants. The Gateway Technology Center handles any issues on an individual basis and uses 911 for emergencies. To ensure this location provides a healthy, safe, and secure environment a blue "call box" is located outside this facility and will call directly to the Rocky Mount City Police. For Fire, Rescue, and Emergency services large numbers have been placed on the outside of the building, along with the name, "Gateway Technology Center" for ease in emergency identification. For more information on institutional environment, [see standard 13.8](#).

Conclusion

In summary, ECU applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites.

R - 14.4

Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy "Accrediting Decisions of Other Agencies.")

Judgment

Compliance Non-Compliance Not Applicable

Narrative

ECU represents itself accurately to all U.S. Department of Education (USDOE) recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status, including the imposition of public sanctions. [Thirty-nine educational programs](#) offered by ECU are accredited by 15 USDOE recognized accrediting agencies as follows:

- Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics ([ACEND](#))
- Accreditation Commission for Midwifery Education ([ACME](#))
- American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education ([ACOTE](#))
- American Psychological Association, Commission on Accreditation ([APA](#))
- Commission on Accreditation in Physical Therapy Education ([CAPTE](#))
- Commission on Collegiate Nursing Education ([CCNE](#))
- Commission on Dental Accreditation ([CODA](#))
- Commission on English Language Program Accreditation ([CEA](#))
- Council for Education for Public Health ([CEPH](#))
- Council on Academic Accreditation in Audiology and Speech-Language Pathology ([CAA](#))
- Council on Accreditation of Nurse Anesthesia Educational Programs ([COA](#))
- Liaison Committee on Medical Education ([LCME](#))
- National Association of Schools of Art and Design ([NASAD](#))
- National Association of Schools of Music ([NASM](#))
- National Association of Schools of Theatre ([NAST](#))

Detailed information about [program names and review dates](#) are published on the Institutional Planning, Assessment and Research (IPAR) [website](#). To ensure each program describes ECU accurately to all USDOE recognized accrediting agencies with which it holds accreditation, ECU publishes an annually updated [standard description of ECU](#) and [ECU's SACSCOC accreditation status](#) on the IPAR website. In addition, IPAR offers [resources to programs](#) during their self-study process, which includes the standard description of ECU and the statement of ECU's SACSCOC accreditation status. Furthermore, IPAR conducts an annual audit of program accreditation status and monitors accreditor's USDOE recognition status. Programs' self-studies and letters of affirmation are collected, reviewed, and saved in an inventory. If programs do not include the standard description of ECU and/or the statement of ECU's SACSCOC accreditation status, ECU provided such information to the

accreditor separately. To illustrate compliance, ECU provides the following examples of program self-studies:

- Commission on Collegiate Nursing Education (CCNE): Nursing (MSN) ([Self-study Report Page 3](#))
- Accreditation Commission for Midwifery Education (ACME): Nurse Midwifery (PM) ([Self-study Report Page 1](#))
- American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education (ACOTE): Occupational Therapy (MSOT) ([Electronic Self-study Screenshot of Uploaded Document](#))
- American Psychological Association, Commission on Accreditation (APA): Health Psychology (PhD) ([Self-study Report Page 1](#))

In addition, ECU complies with the Federal Misrepresentation regulation [34 CFR 668.50 \(c\) \(1\) \(i\)](#) which states:

(c) Individualized disclosures. (1) An institution described under 34 CFR 600.9(a)(1) or (b) that offers an educational program that is provided, or can be completed solely through distance education or correspondence courses, excluding internships or practicums, must disclose directly and individually--

(i) Prior to each prospective student's enrollment, any determination by the institution that the program does not meet licensure or certification prerequisites in the State of the student's residence; and

(ii) To each enrolled and prospective student--

(A) Any adverse action initiated by a State or an accrediting agency related to postsecondary education programs offered by the institution solely through distance education or correspondence study within 30 days of the institution's becoming aware of such action;

ECU [programs are required to report](#) to IPAR immediately any decision of accreditation status (e.g., reaffirmation of accreditation, request for additional information, request for a progress report, an imposition of public sanctions, etc.). Since the last reaffirmation, ECU has not voluntarily withdrawn accreditation from any U.S. DoE recognized accrediting agencies, and no agencies have taken negative actions against any ECU programs. Should this happen, IPAR will inform SACSCOC and all other USDOE recognized accrediting agencies.

Conclusion

In summary, ECU describes itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents, and keeps each USDOE recognized accrediting body, including SACSCOC, apprised of any change in its status with one or another accrediting agency.