



College of Health and Human Services
Student Handbook
2015-2016 Academic Year

*Policies in this handbook are for all
graduate and undergraduate students in
the College of Health and Human Services.*

In addition to this handbook, students should refer to handbooks specific to their Department, School or Program of study.

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Preface

The College of Health and Human Services operates within the policies of the University of North Carolina at Charlotte. Specific policies unique to the College programs are developed by the appropriate groups within the College.

This CHHS student handbook provides you with information that will be useful to you as you proceed through your program of study and each academic unit within the college may have additional student handbooks to assist you. Student handbooks should be used in conjunction with the University of North Carolina at Charlotte Catalogs and other policies and directives issued by the University, the College, School, Department, or your program. Additional information of immediate relevance is posted on the bulletin boards and on the college web site at www.health.uncc.edu.

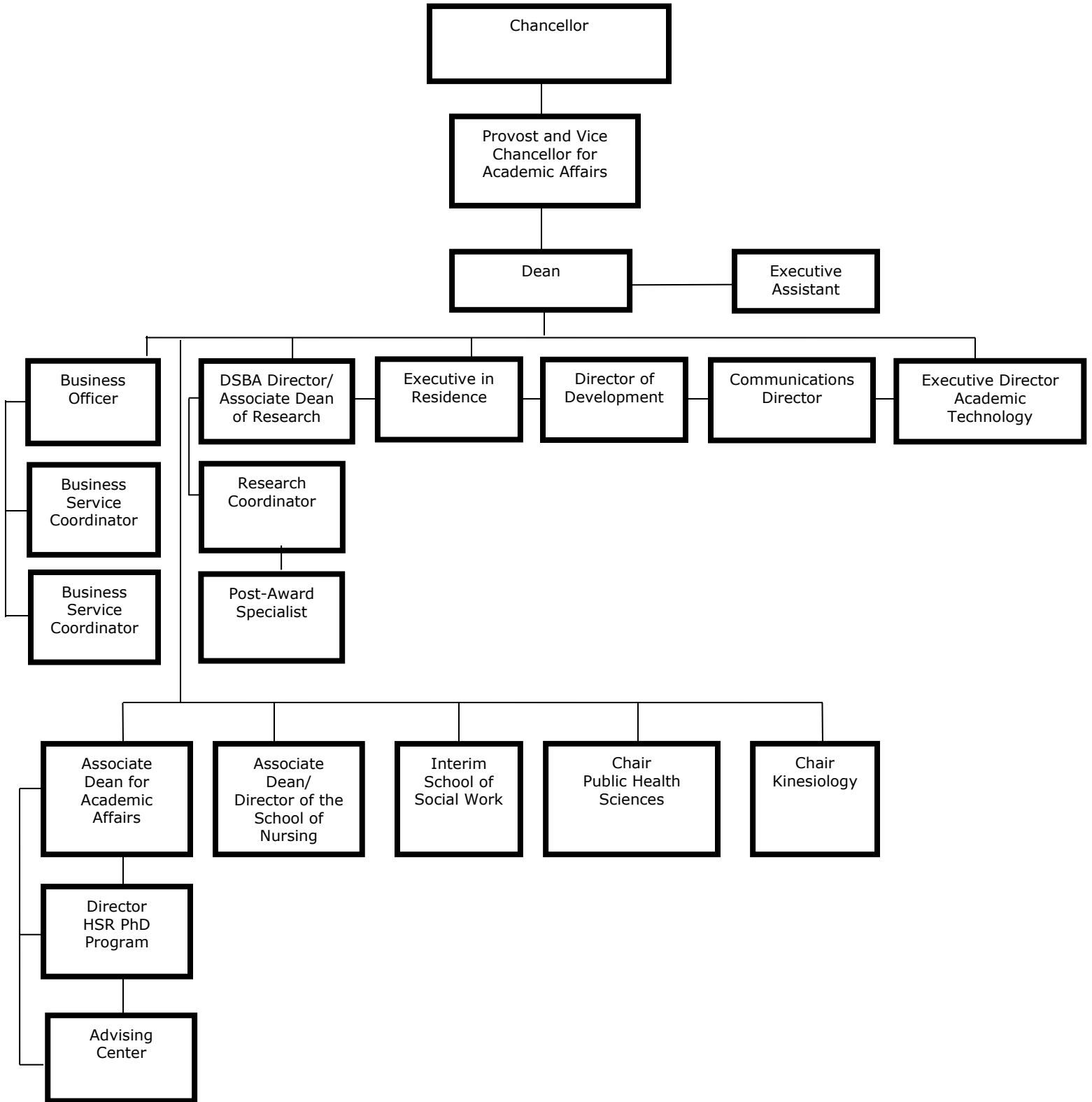
Policy Formulation

1. Faculty, students and staff who participate in or are affected by the adoption or revision of new policies or procedures have a voice in the adoption and/or revision process according to the governance process.
2. Proposals for policies and procedures may be submitted to appropriate governance or administrative committees from faculty members, students or staff.
3. Policies and procedures are periodically evaluated based on their effectiveness, and revisions are made accordingly.
4. Policies are effective by the designated date as approved by the appropriate body
 - a. The Associate Dean for Academic Affairs is responsible for review and revision of the College of Health and Human Services Student Handbook.
 - b. Unit Administrators and Program or Division Directors are responsible for review and revision of their program/department student handbooks. In the School of Nursing, the Undergraduate Admissions and Curriculum Committee or Graduate Admissions and Curriculum Committee and the corresponding Associate Director of the Undergraduate or Graduate Division are responsible for the student handbooks.
 - c. The Dean and Chair of Faculty Organization are responsible for the review and revision of the CHHS Faculty Handbook on an annual basis.

Procedure for Dissemination of Policies and Procedures

1. Student handbooks are available on line on the college website: www.health.uncc.edu
2. University policies affecting students are included in the UNC Charlotte Catalogs.
3. Revised college and/or program policies and procedures are posted on the appropriate faculty or student website with the designation "revised policies" and a date of implementation. Revisions remain on this site until the end of the academic year and the subsequent revision of the appropriate handbook.

CHHS Organizational Chart 2015-2016



CHHS Mission and Overarching Goals

College Mission

The College of Health and Human Services' (CHHS) primary strength is its deep commitment to, and expertise in improving community health.

The College achieves excellence through informed effective teaching in its degree programs, community partnerships, professional activities and scholarship to create knowledge, advance science and inform ethical and culturally responsive practice in the health and human service professions. We aspire to grow our national and global relevance, and to remain responsive to the changing health care and human service needs of our urban region and the state.

Overarching College Goal

The College of Health and Human Services will provide the highest quality educational experiences, engage in relevant research from bench to bedside, and act as primary partner in addressing community health and human service needs based on a platform that reflects six underlying principles:

- Focus on student, faculty and staff success
- Focus on diversity, difference and vulnerable populations
- Promote innovation and entrepreneurship
- Promote interdisciplinary approaches and partnerships
- Promote internationalization and a global perspective
- Steward resources effectively and creatively

Date of Origin: 12/83

Revised: 4/84, 10/86, 4/90, 8/93, 8/95, 7/02, 5/05, 8/10, 3/15

Evolution of the College of Health and Human Services

- 1965 College of Nursing is established to offer undergraduate nursing program (B.S.N.) to prepare registered nurses; Area of Health & Physical Education offers activity courses.
- 1972 Department of Health and Physical Education founded at UNC Charlotte.
- 1973 Athletic Department spun off from Dept. of Health and Physical Education.
- 1974 B.S.N. program accredited by National League for Nursing (NLN) board of review and has maintained continuous national accreditation.
- 1975 Intramurals and Recreational Services spun off from Dept. of Health and Physical Education.
- 1978 RN-BSN completion program was established.
- 1982 Mission expands to include graduate nursing education; first clinical specialty concentration offered in adult health nursing, leading to M.S.N. degree
- 1983 Master's degree in Health Education approved for Department of Health and Physical Education.
- 1984 Pediatric nursing specialty (C.N.S.) established.
- 1985 Master's degree in Health Education approved for Department of Health and Physical Education.
Psychiatric mental health nursing (C.N.S.) specialty established Nursing administration concentration, and nursing and business administration dual degree (M.S.N./M.B.A.) established, re-organized as MSN/MHA dual degree program in nursing and health administration in 1996.
M.S.N. program accredited by NLN and has maintained national continuous accreditation
- 1988 Nurse anesthesia concentration established in partnership with Carolinas Medical Center as M.S.N. specialty
- 1989 Baccalaureate program in Social Work (B.S.W.) established.
M.Ed. in Health Education changed to M.Ed. in Health Promotion.
- 1992 Departments of Family Nursing, Community Nursing and Adult Health Nursing established.
- 1993 Department of Health & Physical Education changes name to Department of Health Promotion and Kinesiology (College of Education).
- 1994-96 Health and health-related programs and research are identified as among top five priorities for UNC Charlotte; college expanded to establish health as multidisciplinary mission
- 1995 Pediatric nursing specialty (C.N.S.) discontinued Community health nursing (C.N.S.) concentration and Family Nurse Practitioner (F.N.P.) established Nursing administration concentration, and nursing and business administration dual degree (M.S.N. /M.B.A.) re-organized discontinued Nursing and health administration dual degree program (M.S.N. /M.H.A.) established
Department of Health Promotion and Kinesiology moves from the College of Education, bringing health fitness (B.S.), established in 1994, and health promotion (M.Ed.), which was established in 1983.
College of Nursing is reorganized as College of Nursing and Health Professions.
Baccalaureate program in Social Work (B.S.W.) is accredited by the Council on Social Work Education.

- 1996 Departments of Family Nursing and Community Nursing merge to form Department of Family and Community Nursing.
Health Administration (MHA) Program established.
Interdisciplinary minor in Health Studies established.
Adult Health Nursing specialty revised as blended C.N.S /A.N.P. establishing second nurse practitioner program
- 1997 Degree program in Health Promotion changed from M.Ed. to M.S.
- 2000 University Health Commission recommends expansion in health and human services.
Master's degree in Social Work (M.S.W.) established.
- 2001 Athletic Training concentration area established within Health Fitness B.S.degree; BSN and MSN programs accredited by Commission on Collegiate Nursing Education (CCNE).
School nursing sub-specialty established within Family Nursing Practice and Community Health Nursing majors in the MSN program.
- 2002 B.S. degree in Athletic Training in Department of Kinesiology established.
College of Nursing and Health Professions reorganizes as College of Health and Human Services to better reflect its scope, including:
School of Nursing with the Department of Adult Health Nursing and Department of Family and Community Nursing
Department of Health Promotion and Kinesiology becomes the Department of Kinesiology
Department of Behavior and Administration established.
Department of Social Work joins College of Health and Human Services, bringing B.S.W. degree program, which was established in 1989 and accredited in 1995 by the Council on Social Work Education, and M.S.W. degree program, which was established in 2000.
The first class of 22 students receiving M.S.W. graduated in May 2002.
- 2003 Athletic Training B.S. program nationally accredited by the Joint Review Committee of Athletic Training (JRC-AT).
Web-based certificate in nursing education initiated.
- 2004 M.S.W. program accredited by the Council on Social Work Education.
The PhD program in Health Services Research was approved as the College's first doctoral program.
- 2005 M.S. in Clinical Exercise Physiology established in the Department of Kinesiology.
Health Services Research Ph.D. degree established.
MSN in Nurse Education established.
The PhD in Health Services Research admitted its first cohort of 4 full time and 2 part time students.
- 2006 School of Nursing is re-organized into two divisions: undergraduate and graduate.
M.S. in Health Promotion changed to Master of Science in Public Health (MSPH).
The College of Health and Human Services moves into a new building across from the College of Education.
MSW program admits the first group of Advanced Standing students
- 2007 The Department of Health Behavior and Administration is renamed Department of Public Health Sciences.
Department of Public Health Sciences established Bachelor of Science in Public Health degree.
Department of Kinesiology establishes B.S. in Respiratory Therapy degree.
Department of Kinesiology graduates its first student in the Interdisciplinary PhD program in Biology.

- The Master of Health Administration degree in the Department of Public Health Sciences receives initial three-year accreditation from the Commission on Accreditation of Healthcare Management Education (CAHME).
- 2008 Department of Kinesiology converts the B.S. degree program in Respiratory Therapy to an exclusive online program.
- 2009 B.S. in Athletic Training program in the Department of Kinesiology was reaffirmed for accreditation by the Commission on Accreditation of Athletic Training Education (CAATE) for 10 years.
- B.S. in Exercise Science and the M.S. in Clinical Exercise Physiology programs in the Department of Kinesiology were accredited for 5 years by the Commission on Accreditation for Applied Health Education Programs (CAAHEP).
- B.S. and M.S. in Public Health programs received initial accreditation for 5 years by the Council on Education for Public Health (CEPH).
- The School of Nursing signs a Memorandum of Understanding to begin the Strategic Army Reserve Nurse Training Pilot program for army reserve nurses to obtain BSN degrees.
- The BSPH, BSRT, and Health Services Research PhD Programs graduate their first students.
- In collaboration with the College of Computing and Informatics, a graduate certificate in Health Information Technology is established.
- 2010 BSW program is reaffirmed by the Council on Social Work Education (CSWE) until June 2016
- Internationalization Committee was established in the College as part of the CHHS Faculty Organization
- The Professional Science Masters in Health Informatics program was approved in collaboration with the Graduate School, the College of Computing and Informatics and the College of Health and Human Services
- 2012 B.S. in Neurodiagnostics and Sleep Science (NDSS) in the Department of Kinesiology and in collaboration with UNC Chapel Hill was approved for implementation Fall Semester 2012.
- MS in Nursing Family Nurse Practitioner Program was renamed the MS in Family Nurse Practitioner Across the Lifespan and the Nurse Anesthesia program was renamed, Nurse Anesthesia Across the Lifespan
- The baccalaureate/masters programs in the School of Nursing were reaccredited until 2021 by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036 (202) 887-6791.
- The Doctorate of Nursing Practice (DNP) was approved by the Board of Governors in Summer 2012.
- 2013 Master of Science in Clinical Exercise Physiology was renamed the Master of Science in Kinesiology.
- The Doctor of Nursing Practice (DNP) in collaboration with Western Carolina University was approved by the Board of Governors for implementation Fall Semester 2013.
- The BSW and MSW curricula were revised to correspond to the required competencies of the Council of Social Work Education.
- The BS in Exercise Science was revised to include three areas of concentrations
- The Minor in Outdoor Adventure Leadership in the Department of Kinesiology was approved.
- The Neurodiagnostics and Sleep Science program graduate their first students in May 2013.

- 2014 PhD in Public Health Sciences was approved by the Board of Governors for implementation Fall Semester 2014.
The Masters in Nurse Anesthesia Across the Life Span was reaccredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA).
The School of Nursing admits twelve students into the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Program and six students into the DNP program.
B.S. in Exercise Science and the M.S. in Kinesiology with Clinical Exercise Physiology concentration in the Department of Kinesiology were reaccredited by the Commission on Accreditation for Applied Health Education Programs (CAAHEP).
- 2015 The Doctor of Nursing Practice (DNP) program graduated its first 4 DNP students.
The Neurodiagnostic and Sleep Science (NDSS) program was accredited by the Commission on Accreditation for Applied Health Education Programs (CAAHEP) until 2019.
The PhD in Public Health Sciences program admitted their first 3 students in fall.

Revised: 7/02, 7/03, 9/04, 7/05, 7/06, 7/07, 7/08, 8/09, 8/10, 7/12, 7/13, 7/14, 7/15

CHHS Standing Committees

College committees are:

- CHHS Faculty Organization (CFO)
- CHHS Curriculum Committee (CCC) with student representation
- CHHS College Review Committee
- CHHS Internationalization Committee (CIC)

CHHS Faculty Organization

Objectives:

The College of Health and Human Services Faculty Organization will:

1. Establish and maintain sound academic and governance policies for the College;
2. Ensure avenues are present through which educational aims and administrative goals are integrated into programs of highest possible quality for the education of health and human service providers;
3. Ensure a forum for faculty discussions about policies and procedures that impact the faculty role or faculty work performance;
4. Propose and promote the programs of the College;
5. Utilize the knowledge and skills of all faculty in planning and problem solving;
6. Serve in part as a channel for information exchange between University faculty and administration. Serve as a conduit for sharing faculty concerns with college administration;
7. Foster and support a spirit of open inquiry and critical thinking;
8. Provide a forum for deliberation and decision-making on all business pertinent to the College;
9. Establish mechanisms for the creation of committees and other structures within the College;
10. Provide support for quality health initiatives through education, research, and service programs;
11. Promote College of Health and Human Services participation in research to contribute to the body of knowledge to enhance the quality of health care, provision of human services, and health education;
12. Facilitate participation in local, state, and national efforts to advance health and human services;
13. Promote the College's participation in the academic and administrative community of UNC Charlotte;
14. Review policies and provide recommendations for incorporation of new policies into the College of Health and Human Services' Policy and Information and Handbook;
15. Compile and prepare ballots and conduct and tabulate results of elections for all Faculty Organization Committees and officers;
16. Maintain current list of all Faculty Organization committee memberships;
17. Appoint interim members to Faculty Organization offices where vacancies of one semester or less exist; and
18. Review and recommend changes in the Bylaws to establish or maintain congruence between Bylaws and current College of Health and Human Services and Faculty Organization operation and governance.

Date of Origin: 7/02, 5/05, 7/06, 7/07, 7/14, 7/15

CHHS Student Organizations

College Undergraduate Organizations:

Kinesiology Student Organization (KSO)

The Kinesiology Student Organization involves Pre-Kinesiology Majors, Exercise Science Majors, Athletic Training Majors and other UNC Charlotte students interested in gaining knowledge and experience in the field of Kinesiology. The organization encourages the application of knowledge, community interaction, and awareness of current health and fitness trends.

UNC Charlotte Association of Nursing Students

The UNC Charlotte Association of Nursing Students (ANS) is an active organization, which promotes student participation in extra-curricular and community activities. The ANS provides an opportunity to enhance professional growth for the nursing student by sponsoring activities and monthly programs that are interesting as well as informative. It is also a means for nursing students to get involved politically at the local, state, and national level through monthly chapter meetings and state and national conventions. Membership is open to any nursing student at UNC Charlotte.

UNC Charlotte HOSA

UNC Charlotte HOSA (formerly "Health Occupations Students of America") is an exciting new student organization on campus that is open to all students, regardless of major or minor. As one of the largest health organizations on campus with national affiliation, there is a very diverse membership demographic, including lower division and upper division students in the nursing, social work, public health, and exercise science/kinesiology departments, as well as pre-med, pre-PA, et al.

Established in January 2010, this chapter, which is 100% affiliated with the state and national levels of HOSA, has a proven track record of success and accomplishments. HOSA is very active in community service and hosting/sponsoring guest speakers and other programs.

UNC Charlotte Social Work Club

The UNC Charlotte Social Work Club is a chartered campus organization open to all undergraduate students. Most meetings feature a guest speaker presenting information on topics of relevance to Social Work majors such as graduate school, field placements, and post-graduation job opportunities. The club also participates in community service projects. The Social Work Club serves as a supplemental resource to students, providing an opportunity to exchange information about upcoming events and workshops in the community.

The Social Work Club also has a formal relationship with the Social Work Program to provide students with a formal channel to express concerns and views on how well the program is preparing them, suggestions for improving the program, and input into the planning process when new programs are being considered. Two or more meetings are arranged each semester between students and faculty for these purposes. All social work students are invited to attend and participate in these meetings.

Undergraduate Public Health Association (PHA)

Students enrolled in the Bachelor of Science in Public Health degree program are encouraged to become active in the Undergraduate Public Health Association, a chartered student organization. The organization's mission is to promote awareness of career and academic issues and to serve the student community by creating an educational, cultural, and social environment related to

the field of public health. Get involved!

College Graduate Organizations:

Graduate Nursing Student Association

The UNC Charlotte Graduate Nursing Student Organization (GNSO) was created in Fall 1997 and later became an official student organization within the UNC Charlotte Graduate student and Professional Organization (GSPO). The purpose of the GNSO is to provide student support, promote research, and provide a conduit for graduate nursing students to the faculty and graduate school. The GNSO offers networking opportunities among graduate nursing students, students and faculty, and other disciplinary graduate students.

Graduate Social Work Association

The UNC Charlotte Graduate Social Work Association (GSWA) was chartered in the fall semester of 2001 in accordance with the Graduate and Professional Student Government by-laws. The purpose of GSWA is to support graduate Social Work students and to link the students and program to the community. The GSWA offers regular networking, service, and educational opportunities. Elections are held within the department each spring for the following year's officers. Students are automatic members of the Graduate Social Work Association; there are no dues. An appointed faculty member from the Department of Social Work serves as the advisor to the Graduate Social Work Association.

Graduate Public Health Association (GPHA)

Students enrolled in the Master of Science in Public Health degree program are encouraged to become active in the Graduate Public Health Association, a chartered student organization. The purpose of GPHA is to foster an environment that contributes to the enhancement of the academic and professional concerns, goals, and careers of the graduate student and others interested in the professions of public health at the University of North Carolina at Charlotte. Get Involved!

Health Services Research Doctoral Student Organization

The UNC Charlotte Health Services Research Doctoral Student Organization (HSRDSO) was organized in fall 2007, and is in the process of becoming an official student organization both in the UNC Charlotte Graduate Student and Professional Organization (GSPO) and as an affiliate of Academy Health, the nation's leading professional organization for health services research. The HSRDSO provides student support, promotes research and travel to professional conferences to present student research, helps to develop PhD students academically and professionally, and provides a conduit for doctoral students to the faculty and graduate school. The HSRDSO offers networking opportunities among health services research PhD students and faculty, as well as with PhD students in other disciplines.

The Charlotte Healthcare Executive Student Organization (CHESO)

CHESO is a chartered graduate student membership society for future healthcare executives from the University of North Carolina at Charlotte. CHESO is designed to meet its member's professional, educational, and leadership needs and to promote high ethical standards and conduct, while providing opportunities for members to learn from one another as well as those in the healthcare executive profession. Get Involved!

Honor Societies:

Phi Alpha: National Social Work Honor Society

Phi Alpha is an academic honor society for undergraduate (BSW) and graduate (MSW) students. Nu Theta, the UNC Charlotte chapter, was founded in 2005. Its purpose is to recognize those who have attained excellence of scholarship and distinction of achievement as students of social work. Membership eligibility is based on academic excellence, leadership ability, a high standard of personal behavior and dedication to Social Work. Undergraduate students must have achieved junior or senior status, earned an overall GPA of 3.0 or higher; earned a minimum of 6 semester hours or equivalent in Social Work, and achieved a GPA of 3.5 or above in social work courses. Graduate students must have completed at least 12 semester hours toward the master's degree and achieved a GPA of 3.8 or above. Students eligible for induction will be notified by mail.

Sigma Theta Tau International Honor Society for Nursing

The University of North Carolina at Charlotte College of Health and Human Services is the sponsoring university for the Gamma Iota Chapter, which was established in 1978. The criterion for membership is the demonstration of excellent academic achievement and completion of half of the nursing curriculum. Students are invited to be considered for membership during the fall semester of the undergraduate senior year or during participation in graduate programs. Invitations are extended based upon GPA.

Delta Omega, the National Public Health Honorary Society

UNC Charlotte hosts the Beta Phi Chapter of Delta Omega, which encourages and recognize excellence in practice, research, education and academic achievement in the field of public health. Not more than 10% of the graduating class of graduate public health students, drawn from a pool representing the top 25% based on GPA, can be inducted. Alumni, faculty, and honorary members also can be inducted. Eligible nominees are invited to apply for membership each spring, with induction usually taking place during National Public Health Week in early April.

Upsilon Phi Delta: Honor Society for Health Administration

Membership in the UNC Charlotte graduate chapter of Upsilon Phi Delta is based on academic achievement, service to the MHA Program and the community, and/or contributions to the healthcare management profession. Graduating student induction in the UNC Charlotte Chapter is limited to those earning a cumulative GPA of 3.9 (or graduating in the top 10% of the class, whichever includes more students) and an affirmative recommendation from the MHA faculty. Alumni, faculty, and honorary members also can be inducted. Eligible nominees are invited to apply for membership each spring.

Date of origin: 7/02

Revised: 9/03, 9/04, 8/05, 7/06, 7/07, 8/09, 7/12, 7/14, 7/15

Academic Advising Policy

1. Academic advising is defined as a collaborative process in which the student and advisor discuss and evaluate the student's progress toward personal, academic, professional, and lifelong learning goals. This requires regular and periodic communication to ensure that the student is progressing in the appropriate academic program, as well as utilizing available university and community resources. Academic advising will assist the student in achieving a meaningful and productive educational experience.
2. The CHHS Advising Center will provide academic advisement to all "pre-major", lower division, or declared college minor students. Once a student has been admitted into their major, he or she is assigned to a faculty advisor in that respective major. Students must check their Banner accounts to find their assigned advisor.
3. Each department or school is responsible for equitably assigning undergraduate and graduate student advisees to advising faculty with each new admission cycle, for updating Banner to reflect advising assignments, and for maintaining a current list of undergraduate and graduate advisees for each advising faculty member.
4. Faculty advisors are responsible for providing academic and career advice for assigned students and for maintaining current student records in accord with College, School/Department, and University forms.
5. Each student is responsible for the proper completion of his or her academic program, for familiarity with the University Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic and/or faculty advisor will counsel, but the final responsibility remains with the student (Per University Catalog).
6. Students are responsible for communicating with their advisors throughout their enrollment at the University.
7. The following table elaborates both the student's and advisor's responsibilities:

Student & Advisor Responsibilities

Student	Advisor
Be proactive and seek assistance early in semester.	Be available during regular office hours. Serve as a guide, teacher, facilitator, mentor, and counselor.
Understand role of academic/faculty advisors and actively participate in the academic advising process.	Encourage active engagement in the advising process/relationship.
Know how and where to contact your advisor(s). Maintain your UNCC email account and update your university contact information as necessary.	Respond to student email and phone inquiries within 2 business days. Notify students of any changes in contact information.
Become familiar with requirements for major, minor, general education, and graduation.	Provide accurate and timely information and insight about major and career requirements. Advise from an integrated perspective of general education, major(s), and minors.
Know your current grade point average, enrolled credits, and earned credit hours.	Be able to access and confirm student records.
Adhere to the university academic calendar, policies and procedures.	Be knowledgeable of the University academic calendar, policies and procedures.

Student	Advisor
Schedule and arrive on time for appointments with your advisor.	Be available for scheduled appointments.
Prepare questions and a course schedule before meeting with your advisor.	Be prepared to respond to student questions and/or refer student to appropriate campus resources. Recognize student individual course scheduling needs. Be resourceful, utilizing web-based resources, advising tools and professional development opportunities.
Make notes and keep all paperwork and forms from advising sessions.	Maintain accurate and updated advising records.
Collect the information necessary to make effective decisions and accept responsibility for those decisions.	Empower each student to make independent decisions. Be supportive of each student's decisions. Provide realistic options for student decision making.
Use available campus support offices and online resources.	Be aware of and make appropriate referrals to campus offices and online resources.
Accept responsibility for decisions regarding your chosen major and career.	Facilitate smooth transition for students exploring and changing majors.
Create an acceptable academic and degree completion plan.	Encourage and facilitate a reasonable time to degree completion.

Date of origin: 4/84

Revised: 1/87, 4/88, 2/91, 2/96, 5/00, 7/02, 9/03, 9/04, 6/06, 6/08, 8/09, 7/15

CHHS Student Scholarships

There are several scholarship sources for UNC Charlotte students: 1. Discipline-based (from nursing organizations or health-related agencies and not administered by the University or College); 2. Scholarships administered by the University (example: Lettie Pate Whitehead); and 3. CHHS administered student scholarships. Currently, all CHHS scholarships or scholarships administered by the college are available for students who have been admitted into their respective undergraduate major or graduate program. Rising freshmen or sophomore undergraduate students who have not been admitted into the upper division major, such as nursing, exercise science, athletic training, public health or social work, are not eligible for CHHS administered scholarships. Students who have applied to an upper division undergraduate major may submit their scholarship application while waiting admission into an upper division major. Similarly, prospective graduate students who have applied to CHHS graduate programs may submit an application while waiting an admission decision.

Scholarship applications are due on March 31st of each year and are awarded for the following fall and spring semesters. Students graduating in August are not eligible for scholarships. For a complete listing of all CHHS administered scholarships, please access this link: <http://health.uncc.edu/advising-center/scholarships>. Remember to complete the application form and attend to the individual scholarship criteria.

Academic and Health History Record Policy

The College of Health and Human Services adheres to the requirement of the federal law, the Buckley Amendment or the Family Educational Rights and Privacy Act of 1974 (FERPA), regarding review of student educational (academic) records (See University Policy 402, Student Records (FERPA); updated June 30, 2014). Accordingly, students have the rights:

1. To inspect and review the student's education records;
2. To consent to disclosure of the student's education records to third parties, except to the extent that FERPA authorizes disclosure without consent;
3. To request amendment of the student's education records to ensure that they are not inaccurate or misleading;
4. To be notified of the student's privacy rights under FERPA;
5. To file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The University has designated the University Registrar to coordinate the inspection and review procedures for student education records.

"Education Records" include records directly related to a student that are maintained by UNC Charlotte. Education records **do not** include:

1. Records of instructional, administrative, and educational personnel that are in the sole possession of the maker (i.e. file notes of conversations), are used only as a personal memory aid, and are not accessible or revealed to any individual except a temporary substitute;
2. Records of the UNC Charlotte campus police;
3. Student medical and counseling records created, maintained, and used only in connection with provision of medical treatment or counseling to the student, that are not disclosed to anyone other than the individuals providing the treatment. (While a student may not inspect his or her medical records, these records may be reviewed by a physician of the student's choice);
4. Employment records unrelated to the student's status as a student;
5. Records created or received by an educational agency or institution after an individual is no longer a student in attendance, and that are not directly related to the individual's attendance as a student;
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

Any person outside the College of Health and Human Services who wishes to review a student's folder must comply with University Policy 402 Student Records (FERPA). (www.legal.uncc.edu/policies/up-402.html)

Health History information or immunization records are maintained in a separate folder from the academic record and are locked in a separate secured area. Individual student health history information is protected under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and follows the same policy and procedures as the Academic Folder.

Date of origin: 4/84

Revised: 4/88, 2/96, 5/00, 7/02, 9/03, 7/05, 7/07, 6/08, 8/09, 07/13, 07/14

College Faculty Excellence Awards Policy

The first Teaching Excellence Award was established in 1993 to give public honor to master teachers in the College of Nursing and Health Professions. Currently six awards are given to support professional activities in the College of Health and Human Services.

ELIGIBILITY:

Undergraduate Teaching Award - Full-time faculty teaching in an undergraduate course that demonstrates innovative teaching strategies and engagement with students.

Graduate Teaching Award - Full-time faculty teaching in a graduate course that demonstrates innovations in teaching, student engagement and mentorship in the discipline.

Clinical Teaching Award - Part-time or full-time faculty teaching in a clinical, practicum, or field work course that demonstrates expertise in the discipline.

Faculty Excellence in Mentoring Award - newly established for academic year 2012-2013, honors a CHHS faculty member who has demonstrated outstanding mentorship of students across any of the disciplines represented through the programs of the College of Health and Human Services. This award is meant to recognize faculty efforts in supporting, encouraging and promoting their students' research, education, professional and personal development, and career plans.

Community Engagement Award - newly established for academic year 2012-2013, honors a CHHS faculty member who has demonstrated outstanding contributions to the greater community and inspired additional meaningful partnerships among faculty, students, and community organizations across any of the disciplines represented through the programs of the College of Health and Human Services. This award is meant to recognize community engagement as the collaboration of the university with the public and private sectors for the mutual benefit of all. This engagement is not simply service or membership, but it is the combination of collaboratively meeting a community need through teaching, scholarship and/or outreach.

Faculty Research Excellence Award - newly established for academic year 2012-2013, honors a CHHS faculty member who has demonstrated outstanding scientific achievement across any of the disciplines represented through the programs of the College of Health and Human Services. This award is meant to recognize and celebrate cutting-edge scholarly efforts that are having an impact on best practices, improved patient and client outcomes, enhancing the health of communities, or that make significant and new contributions to both clinical and basic research. Research efforts that engage graduate and undergraduate students or that are inter- or trans-disciplinary in nature are of particular interest.

A faculty member may not receive the same award two years in a row.

AMOUNT OF AWARD:

A total value of \$1800.00 will be awarded as follows:

Undergraduate Teaching Excellence Award	\$300.00
Graduate Teaching Excellence Award	\$300.00
Clinical Teaching Award	\$300.00
Faculty Excellence in Mentoring Award.....	\$300.00
Community Engagement Award.....	\$300.00
Faculty Research Excellence Award.....	\$300.00

In addition, the awardees will receive an engraved plaque recognizing their accomplishment.

PROCEDURE:

A College Committee comprised of the Chair-Elect of the FO and FT faculty who received the awards the previous year will comprise the committee that reviews nominations. The Chair-elect of the FO will call for nominations from students and faculty in early November and March.

Nominations are received between November and March 30.

The top nominees for each award may be asked to submit copies of course materials that demonstrate excellence in teaching.

Please be aware the nomination process has changed from a paper form to now being submitted electronically. It is managed and maintained by the president and the secretary of the faculty organization.

Date of origin: 5/98

Revised: 11/2000, 7/02, 9/03, 5/05, 7/13, 7/14

UNC CHARLOTTE COLLEGE OF HEALTH AND HUMAN SERVICES
CRIMINAL BACKGROUND CHECK AND DRUG SCREENING POLICY
STUDENT

1. Introduction

It is a condition of initial enrollment in the College of Health and Human Services (CHHS) Programs, and a condition of eligibility to continue enrollment, that CHHS students meet all academic and other requirements imposed by CHHS, as well as all requirements of each external health and human service facility where CHHS attempts to place the student in a given semester.

CHHS must secure the cooperation of independent external health and human service facilities ("Facilities") to provide appropriate educational, internship, clinical, or field experiences for its students. Increasingly, those Facilities will not accept students who do not meet requirements that apply to employees at the Facility, including drug tests and criminal background checks. Because criminal background checks are now required by the North Carolina Board of Nursing for all licensure applicants, and because of recommendations from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), many Facilities now require that CHHS students who will intern at their sites successfully complete criminal background checks and drug screening.

Many public and private schools and social services facilities also require criminal background and drug screening of CHHS students who interact with elementary/high school students and social service clients. Thus, in addition to meeting all CHHS academic and other requirements, students have the additional responsibility to meet requirements imposed by each Facility where they will receive clinical or field education, including internships.

A student who is rejected by one or more Facilities because of failure to meet that Facility's criminal background and/or drug testing requirements may be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

2. Facility Criminal Background Check Requirements

- a. Comply with the criminal background check requirements at each Facility to which students are assigned.

In some cases, the Facility will undertake criminal background checks. Students will usually bear all expense associated with meeting these requirements. **CHHS will receive notice only that the student has been accepted or rejected by the Facility.** If a student is rejected, CHHS will attempt to assign the student to another Facility. If no Facility accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

- b. Undergo a criminal background check by a CHHS-approved agency.

Some Facilities require that students obtain criminal background checks on their own. In these cases, CHHS will help facilitate students' obtaining their criminal background checks through a CHHS-approved criminal investigation agency. The criminal background check will be conducted at the student's expense. The criminal investigation agency will provide the

background check results to a CHHS employee, who will share the results with the student. If the Facility has provided CHHS with specific directives regarding appropriate background check results for acceptance to Facility's field experience, then CHHS will document whether or not the student's background complies with those standards and communicate to the Facility whether the student's background complies with those standards. If the Facility has not provided explicit standards to CHHS, then CHHS will share all positive results of a student's criminal background check with the Facility. CHHS will document its communications with the Facility, the Facility's directives concerning any positive results, and CHHS's actions in response to the Facility's directives. If a student is rejected from a Facility, CHHS will attempt to assign the student to another Facility. If no Facility accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

3. Facility Drug Screening Requirements

- a. Comply with the drug screening requirements at each Facility to which students are assigned.

In some cases, the Facility will undertake drug screening. Students will usually bear all expense associated with meeting these requirements. **CHHS will receive notice only that a student has been accepted or rejected by the Facility.** If a student is rejected from a Facility, CHHS will attempt to assign the student to another Facility. If no Facility accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

- b. Undergo drug testing by a CHHS-approved drug screening laboratory.

Some Facilities require that students obtain a drug screening on their own. In these cases, CHHS will help facilitate students' obtaining their drug screenings through a CHHS-approved independent drug screening laboratory. The drug screening will be conducted at the student's expense. The independent drug screening laboratory will provide the drug test results to the student, who will provide those results to the specified CHHS employee. If the Facility has provided CHHS with specific directives regarding appropriate drug test results for acceptance to Facility's field experience, then CHHS will document whether or not the student's results comply with those standards and communicate to the Facility whether the student's results comply with those standards. If the Facility has not provided explicit standards to CHHS, then CHHS will share all positive results of a student's drug screening with the Facility. CHHS will document its communications with the Facility, the Facility's directives concerning any positive results, and CHHS's actions in response to the Facility's directives. If the result is positive, and the Facility rejects the student, CHHS will attempt to place the student at another Facility. If no Facility accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

4. General Principles for CHHS Process

- a. CHHS makes no judgments about what is relevant with respect to criminal background checks and drug screenings. Every positive result is communicated to the Facility unless the Facility has provided a list of specific results that should be reported.
- b. CHHS carefully documents communication transmitted to the Facility (exactly what is sent/said, to whom, how, when, etc.). CHHS also documents what the Facility tells CHHS to do in response to the positive result as well as what actions CHHS takes.

- c. CHHS keeps information regarding the communication of positive criminal background or drug screening results separate from and inaccessible to the faculty who may play a role in evaluating CHHS students, unless CHHS must take action based on the positive results in accordance with the CHHS Academic Dismissal Policy.

**DRUG SCREENING AND CRIMINAL BACKGROUND CHECK
ACKNOWLEDGEMENT AND AGREEMENT**

**UNC CHARLOTTE COLLEGE OF HEALTH AND HUMAN SERVICES
EDUCATION PROGRAMS REQUIRING EXTERNAL HEALTH OR HUMAN SERVICE
FACILITIES**

Student's Printed Name

CHHS Program

1. I understand and acknowledge that the UNC Charlotte College of Health and Human Services (CHHS) has affiliated with several health care and human services facilities (hereinafter "Facilities") to provide internships, field placements or clinical experiences for students in the CHHS (hereinafter "Students"). I further understand and acknowledge that the Facilities have a compelling interest in the integrity of their services and the health and safety of their patients, others who may come into contact with Students, and the Students themselves.
2. I understand and acknowledge that in order to protect their interests, many Facilities require Students to comply with their drug testing and/or criminal background check policies and to undergo drug testing and/or criminal background checks as conditions of participating in their education programs. In addition, such Facilities often require that Students submit to the required drug testing and/or criminal background checks at the Students' own expense. I understand that the CHHS will provide Students with information to obtain the drug testing and/or criminal background checks required by the Facilities.
3. I understand and acknowledge that a Facility may, in accordance with its policies, reject or expel a Student from its Facility based on the results of the drug testing and/or criminal background checks.
4. I am or will be enrolled as a Student in the CHHS, and I plan to participate as a Student in an educational experience at a Facility.
5. Because participation in facility-related educational programs is a degree requirement for Students in the CHHS program indicated above, I understand that I may be required to undergo a criminal background check and/or drug screening as a condition of my participation in an internship, field placement or clinical experience at an external health and human service facility.
6. As a condition of participating as a Student in an education program, I hereby agree to comply with the criminal background check requirements at each Facility to which I am assigned. If the Facility facilitates criminal background checks, I agree to comply with such requirements and follow the procedures set forth by the Facility. If the Facility requires that I undergo a criminal background check prior to my placement, I agree to undergo a criminal background check by a CHHS-approved agency at my own expense. I further agree that, if required by the Facility, CHHS may share my criminal background check results with the Facility.
7. I hereby agree to comply with the drug screening test requirements at each Facility to which I am assigned. If the Facility facilitates drug screening, I agree to comply with such

requirements and follow the procedures set forth by the Facility. If the Facility requires that I undergo drug screening prior to my placement, I agree to undergo drug testing by a CHHS-approved testing laboratory at my own expense. I further agree that, if required by the Facility, CHHS may share my drug test results with the Facility.

8. I have read both the CHHS Criminal Background Check and Drug Screening Policy and this Acknowledgement and Agreement, and I understand its contents. I have had the opportunity to ask questions of and discuss the Policy and this Acknowledgement and Agreement with appropriate administrators in the College of Health and Human Services. I understand that I am responsible for meeting the requirements set forth in the Policy and this Acknowledgment and Agreement.

Student's Signature

Date

Drug Screening and Criminal Background Check Procedure

All students entering into schools, health care and human service agencies for clinical, field placements, practicum, and/or internships are required by these agencies to obtain criminal background checks and drug screening. (See the Criminal Background Check and Drug Screening Policy). You will need to do this **prior** to beginning your field placement, internship, clinical rotation, or practicum class and entering these agencies. You are responsible for payment of these tests.

For drug screening, students are encouraged to use the two agencies listed on the CHHS Advising Center website under "Agency Compliance" at <http://www.health.uncc.edu/>. The approximate cost for drug screen is \$35.00 and students pay at appointment. Once you obtain your results, you are responsible for keeping the original results to demonstrate compliance at any of the education affiliated agencies.

The University of North Carolina at Charlotte and other UNC universities have contracted with **Certiphi Screening, Inc.** to conduct these criminal background checks. No other investigation agency will be accepted. Once you obtain your criminal background check results from **Certiphi Screening, Inc.**, you are responsible for keeping these results to prove your compliance with agency's policy. The College of Health and Human Services will not keep any records of your completion of these tests. You also are responsible for paying Certiphi Screening, Inc. Below are instructions for the process to obtain your criminal background check from Certiphi Screening, Inc. Please read this carefully.

Certiphi Screening, Inc. Student Instructions

Before you can start the criminal background check process, you must first be given authorization. To receive authorization, **your program coordinator** must provide Ms. Sandra Mann in the CHHS Advising Center with your name, UNC Charlotte student ID, date of birth, and UNC Charlotte email. Ms. Mann will provide Certiphi with your information. Once Certiphi receives your information, they will then notify you by email (your UNC Charlotte email address) that you've been authorized to complete the background and will provide you with the instructions.

The University of North Carolina at Charlotte has asked that you use Application Station - Student Edition to complete a background investigation. To do so, please follow the instructions below:

1. Type the following link into your browser: <http://www.applicationstation.com>
2. Enter the Code: **UNCCCHHS** in the Application Station Code field.
3. Create an account for yourself by clicking the "SIGN UP NOW" button. If you have previously created an account, simply click the "SIGN BACK IN" button to login using your Username and Password.
4. Follow the instructions on the Application Station web site to complete your background investigation order.

If you have questions pertaining to the criminal background check process, please contact Jackie Smith, Certiphi Student Screening Account Manager, by telephone at 888-260-1370, ext. 2436 or via email at jsmith@certiphi.com. If you encounter technical issues with the Application Station site, please contact Application Station Support at: 888-291-1369 x2006

Effective Date: 8/10/05
Revised: 8/09, 3/1/2015

CHHS Smallpox Vaccine Policy

As of January, 2003, the College of Health and Human Services does not require any faculty, staff or student to receive the smallpox vaccine. However, it is recognized that individuals may receive the vaccine individually. Therefore, the following policy is established for those that receive the vaccine and subsequently participate in clinical activities related to the College of Health and Human Services.

This policy is based upon Centers for Disease Control recommendations of 1/25/03 and is subject to change as the CDC revises their standards and recommendations. All revisions to this policy will be posted on the faculty and student handbook web pages.

Care of the Smallpox Vaccination Site: (from the CDC Video Transcript: Smallpox Vaccine Administration)

Successful smallpox vaccination produces a lesion on the skin. Vaccinia virus can be cultured from the lesion until the scab separates from the skin, as long as 21 days after vaccination. During this time, care must be taken to prevent spread of the virus to another area of the body or to another person. Proper care of the site will also reduce the chance of secondary bacterial infection.

Healthcare workers must take special precautions to prevent transmission of vaccinia virus in the workplace. Recently vaccinated healthcare workers should utilize additional site precautions while at work. They should cover the site with an absorbent material such as gauze that is in turn covered by a semi permeable dressing. This provides an additional barrier to prevent contact transmission during patient care activities.

For additional details from the CDC on caring for the vaccination site, refer to:
<http://www.bt.cdc.gov/agent/smallpox/vaccination/site-care-pub.asp>

If students receive the vaccine, they are required, as a condition of participating in clinical programs, to take the appropriate precautions recommended by the Centers for Disease Control. See <http://www.bt.cdc.gov/agent/smallpox/index.asp>

For more information, visit www.cdc.gov/smallpox, or call the CDC public response hotline at (888) 246-2675 (English), (888) 246-2857 (Español), or (866) 874-2646 (TTY) January 14, 2003.

Date of Origin, Approval: 2/3/03

UNC Charlotte Student Grievance Procedure

Purpose

The primary objectives of this Student Grievance Procedure are to ensure that students have the opportunity to present grievances to the University regarding a certain action or inaction by a member of the University community and that the University has a consistent way of resolving those grievances in a fair and just manner. Additional resources are available from the Office of the Registrar here: <http://registrar.uncc.edu/Grievance-and-AppealProcedures>.

A student may pursue a grievance if he or she believes that a member of the University community has violated his or her rights (see University Policy 403). **This Student Grievance Procedure applies to alleged discrimination on the basis of race, color, religion, sex, age, national origin, or disability as well as problems arising in the relationship between a student and the University that are not governed by other specific grievance procedures** (such as University Policy 502, "Sexual Harassment Policy and Grievance Procedures," and University Policy #410 "Policy and Procedures for Student Appeals of Final Course Grades" available online at <http://www.legal.uncc.edu/policies.html> and "Policy and Procedures for Student Appeals of Final Course Grades" available online at <http://www.legal.uncc.edu/policies/up-410.html>). Upon request from any student, the Office of the Dean of Students will provide guidance about the appropriate system for redress of a particular complaint.

Informal Resolution

Prior to invoking the procedures described below, the student is strongly encouraged, but is not required, to discuss his or her grievance with the person alleged to have caused the grievance. The discussion should be held as soon as the student first becomes aware of the act or condition that is the basis of the grievance. Additionally or in the alternative, the student may wish to present his or her grievance in writing to the person alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the student promptly, either orally or in writing.

Initial Review

If a student decides not to present his or her grievance to the person alleged to have caused the grievance or if the student is not satisfied with the response, he or she may present the grievance in writing to the chair or director (hereinafter "administrator") of the department or area where the person alleged to have caused the grievance is employed. Any such written grievance must be received by the administrator not later than forty-five calendar days after the student first became aware of the facts which gave rise to the grievance. (If the grievance is against the chair or director of a department or area, the student should address his or her grievance to the next level director or appropriate dean or vice chancellor.) The administrator should conduct an informal investigation as warranted to resolve any factual disputes. Upon the student's request, the administrator shall appoint an impartial fact-finding panel of no more than three persons to conduct an investigation. The administrator must state the terms and conditions of the investigation in a memorandum appointing the fact-finding panel. A fact-finding panel appointed hereunder shall have no authority to make recommendations or impose final action. The panel's conclusions shall be limited to determining and presenting facts to the administrator in a written report.

Based upon the report of the fact-finding panel if any, the administrator shall make a determination and submit his or her decision in writing to the student and to the person alleged to have caused the grievance within ten calendar days of receipt of the panel's report. The written determination shall include the reasons for the decision, shall indicate the remedial action to be taken if any, and shall inform the student of the right to seek review by the appropriate vice chancellor (or chancellor if the administrator is a vice chancellor).

Appeal Procedures

Within ten calendar days of receipt of the administrator's decision, a student who is not satisfied with the response of the administrator after the initial review may seek further review by submitting the written grievance, together with the administrator's written decision, to the appropriate vice chancellor. (If the administrator is a vice chancellor, the student should seek further review by the chancellor.) The vice chancellor may delegate another administrator to act on his/her behalf.

The vice chancellor's action will be limited to a review of the basis for the administrator's decision and need not involve a de novo factual investigation. The vice chancellor may, but is not required to, direct that further facts be gathered or that additional remedial action be taken. Within 15 calendar days of receipt of the request for review, the vice chancellor shall submit his or her decision in writing to the student and to the person alleged to have caused the grievance. The written disposition shall include the reasons for the decision, and it shall direct a remedy for the aggrieved student if any. The student may elect to appeal the vice chancellor's decision to the Chancellor. Any such appeal must be filed not later than fifteen calendar days after the student receives the vice chancellor's decision.

CHHS Academic Grievance Policy & Procedure

Procedure:

1. The student shall meet with the involved faculty/staff member(s) for discussion.
2. If this discussion does not input from the Department/School resolve the situation, the student/faculty member(s) may request Chair/Director to become involved.
3. For nursing students: If the grievance has not been resolved, the student may submit the grievance in writing to the Associate Dean/Director of the School of Nursing who will obtain input from the involved faculty or staff member(s) and may appoint an ad hoc committee of faculty not involved in the course to investigate the grievance and give written advice to the Associate Dean/Director of the School of Nursing.

The grievance document submitted by the student shall include:

- a. substance of the grievance
- b. what steps have been taken
- c. desired resolution

4. For students other than nursing students and nursing students that have completed the process with the Associate Dean/Director of the School of Nursing: If the grievance has not been resolved, the student may submit the grievance in writing to the Associate Dean for Academic Affairs who will obtain input from the involved faculty or staff member(s) and may appoint an ad hoc committee of faculty not involved in the course to investigate the grievance and give written advice to the Associate Dean for Academic Affairs.

The grievance document submitted by the student shall include:

- a. substance of the grievance
- b. what steps have been taken
- c. desired resolution

5. The Associate Dean for Academic Affairs shall communicate in writing her/his recommendation to the involved faculty, student and academic advisor.
6. In cases where progression is not an issue, the timeframe may be more flexible, but in all cases the grievance procedure shall be completed by the end of the next academic semester.
7. For final course grade appeal, please follow the Review of Final Course Grade policy outlined on page 42 of this handbook.

Date of origin: 2/84

Revised: 4/88, 2/96, 5/00, 7/02, 9/04, 7/07, 6/08, 8/09,7/13

University Policy 407, The Code of Student Academic Integrity

Formerly POLICY STATEMENT #105
 THE CODE OF STUDENT ACADEMIC INTEGRITY
 Official copy available at: <http://legal.uncc.edu/policies/up-407>

Executive Summary

The academic integrity standards for students at UNC Charlotte are the subject of this policy. Descriptions of each form of academic integrity violation are provided as well as the penalties, procedures for handling cases, penalties which may be imposed, and appeal procedures. Students and faculty members are expected to be familiar with the provisions of this Code.

Policy Details

- I. Overview
- II. Statement of Principles
- III. Definitions of Violations
- IV. Penalties
- V. Procedures for Handling Cases
- VI. Advice to Faculty Members
- Appendix: Plagiarism

I. OVERVIEW

The UNC Charlotte Code of Student Academic Integrity sets forth the standards of academic integrity for students at UNC Charlotte and describes attendant faculty responsibilities. Students and faculty members are expected to be familiar with its provisions. Transient students from other institutions enrolled in courses for credit given by UNC Charlotte are bound by the rules, regulations, and responsibilities of the UNC Charlotte Code of Student Academic Integrity. When transient students are found guilty of violating UNC Charlotte's Code of Student Academic Integrity, UNC Charlotte may notify the student's permanent institution. The Code defines student behavior which violates the standards (Section III.), and enumerates the penalties for violations and the circumstances under which such penalties may be imposed (Section IV.).

Section V. sets forth the procedures for dealing with cases where a violation of The Code of Student Academic Integrity is alleged. Those procedures permit a faculty member to address a student's first violation through discussion with the student. If the student freely admits the offense and accepts the penalty assigned by the faculty member, an agreement settling the matter is signed by both, the faculty member imposes the penalty, and the matter ends (Section V.A.). If UNC Charlotte records show that the student has previously committed an academic integrity violation, or if the student decides not to admit guilt or accept the penalty, or if the faculty member believes that the seriousness of the offense warrants a more severe penalty than those which may be imposed in the settlement process, the matter must be referred to the UNC Charlotte Academic Integrity Board (AIB) if any penalty is to be imposed (Section V.B.). A student-faculty panel from the AIB hears the evidence from the faculty member and student and determines whether the student did commit a violation. If no violation is found, the matter ends and no penalty may be imposed. If the Hearing Panel finds that the student did commit a violation, it determines the appropriate penalty (Section V.C.). A student found guilty may appeal from the Hearing Panel's determination (Section V.D.).

II. STATEMENT OF PRINCIPLES

Academic honesty and integrity are essential to the existence and growth of an academic community. Without maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining the academic standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty; and this responsibility is shared by all members of the academic community.

As instructors, faculty members are responsible for transmitting knowledge and the methods by which it is acquired. To do so, they must be able to examine and test student work. The faculty also sets academic standards, awards academic credit and confers degrees when the standards are met. To carry out these responsibilities, faculty members must ensure that student work submitted for academic credit is authentic as well as consistent with established academic standards. Therefore, the academic evaluation includes a judgment that the student's work is free from academic dishonesty of any type; and course grades should be and will be adversely affected by academic dishonesty.

It is the duty of faculty members to take measures to preserve and transmit the values of the academic community, both through example in their own academic pursuits and the learning environment which they create for their students. To this end, they are expected to instill in their students a respect for integrity and a desire to behave honestly; they also must take measures to discourage student academic dishonesty (see Section VI. Advice to Faculty Members). To meet their responsibilities when academic dishonesty is suspected, individual faculty members must follow the policies and procedures stated in this document.

Students are also members of the academic community. As responsible members of the University, students are obligated not to violate the basic standards of integrity, and they are expected to take an active role in encouraging other members to respect those standards. Should a student suspect a violation of academic integrity, he/she should make the suspicion known to a member of the faculty or University administration.

Commitment to maintaining and encouraging high standards of academic honesty and integrity is demonstrated in many ways. One manifestation is the policies and procedures governing violation of the standards. Herein contained are the provisions of the UNC Charlotte Code of Student Academic Integrity.

III. DEFINITIONS OF VIOLATIONS

In this section defining student violations of academic integrity: (a) "Intent" refers only to the intent to commit the dishonest action. Other aspects of the student's motive (e.g., a desire to avoid academic suspension, or to help a friend) are not material in determining whether an act of dishonesty has been performed; and (b) "Authorization" is legitimate only if given by the faculty member responsible for the evaluation of the student's work.

A. CHEATING. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

Typical Examples: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators) when

these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination.

B. FABRICATION AND FALSIFICATION. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

Typical Examples: (Fabrication) inventing or counterfeiting data, research results, information or procedures; inventing data or fabricating research procedures to make it appear that the results of one process are actually the results of several processes; counterfeiting a record of internship or practicum experiences; (Falsification) altering the record of data or experimental procedures or results; false citation of the source of information (e.g., reproducing a quotation from a book review while indicating that the quotation was obtained from the book itself); altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; altering a returned examination paper and seeking regarding.

C. MULTIPLE SUBMISSION. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

Typical Examples: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work. (Different aspects of the same work may receive separate credit; e.g., a report in History may receive credit for its content in a History course and for the quality of presentation in a Speech course.)

D. PLAGIARISM. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge. (NOTE: For more information regarding plagiarism, see PLAGIARISM Appendix.)

Typical Examples: Submitting as one's own work of a "ghost writer" or commercial writing service; directly quoting from a source without citation; paraphrasing or summarizing another's work without acknowledging the source; using facts, figures, graphs, charts or information without acknowledgement of the source. Plagiarism may occur orally and in writing. It may involve computer programs and files, research designs, distinctive figures of speech, ideas and images, or generally any "information" which belongs to another.

E. ABUSE OF ACADEMIC MATERIALS. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

Typical Examples: Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing or intentionally destroying another student's notes or laboratory experiments; receiving assistance in locating or using sources of information in an assignment where such assistance has been forbidden by the

instructor. (NOTE: The offense of abuse of academic materials shall be dealt with under this Code only when the abuse violates standards of integrity in academic matters, usually in a course or experience for which academic credit is awarded.)

F. COMPLICITY IN ACADEMIC DISHONESTY. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Typical Examples: Knowingly allowing another to copy from one's paper during an examination or test; knowingly distributing test questions or substantive information about the material to be tested before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. (NOTE: Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty. Instructors should make expectations about collaborations clear to students. Students should seek clarification when in doubt.)

IV. PENALTIES

All acts of academic dishonesty violate standards essential to the existence of an academic community. Some first offenses are properly handled and remedied by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described in Section V. to handle such an offense. The penalties which may be assessed include the following:

- a. A formal warning,
- b. A reduced grade (including "F" if undergraduate student and "U" for graduate student) for the assignment,
- c. A reduced grade (including "F" if undergraduate student and "U" for graduate student) for the entire course.

The faculty member may combine any of the above examples, depending on the severity of the infraction, or impose some other penalty appropriate to the violation. However, the maximum penalty that a faculty member may assign using the settlement form is an "F" for an undergraduate and a "U" for a graduate student.

Whatever the penalty, a signed form recording the settlement will be kept for eight years in the Office of the Dean of Students. The purpose of this record-keeping is to be sure students who violate The UNC Charlotte Code of Student Academic Integrity a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses. A first offense settlement file is an internal University record, not part of the student's disciplinary record or the academic transcript.

Some first offenses and all second offenses have import beyond the specific course in which the violation occurred. The University-wide AIB handles such violations, and the range of penalties is greater. If a faculty member believes that a more severe penalty is warranted for a first offense than is permitted under the settlement penalties above, he or she should contact the Chair of the Academic Integrity Hearing Board and request an Academic Integrity Hearing. Any case that is adjudicated through the AIB may become part of the student's disciplinary record and may appear on the student's academic transcript.

The Hearing Panel chosen from the AIB may, after a hearing, impose any of the three penalties listed above (a., b., c.), and/or the following:

- d. **Disciplinary suspension** from the University for a designated period of time (one semester, one year, two years, etc.). A record of the violation will be kept in the disciplinary file for a period of time to be determined by the Hearing Panel, after which it will be removed upon written request by the student to the Dean of Students.
- e. **The grade of "F" for an undergraduate student or "U" for a graduate student** for the course with a designation "X" on the academic transcript indicating that this is because of dishonesty. If the Hearing Panel imposes this penalty, it will stipulate the exact minimum length of time the "X" designation shall remain on the academic transcript. When that time has elapsed, the "X" designation may be removed from the transcript upon written request by the student to the University Registrar.

Students may not exclude a grade from GPA calculations for any course in which they have received a grade with an "X" designation. The disciplinary record will document the offense and penalty and will be maintained in accordance with the University's records retention schedule, which currently requires retention for a period of eight (8) years.

- f. **Expulsion from the University.** The academic transcript records the expulsion permanently. A record will be kept in the disciplinary file permanently. Normally, a second Code violation will result in "F" for the course with the designation "X" and a one-year suspension; and normally, a third Code violation will result in permanent expulsion.
- g. **Revocation of degree** should an offense be discovered after graduation that results from falsification of projects, thesis, or dissertation.
- h. **Removal from employment as a graduate assistant.**

In all determinations of penalty the following factors should be considered:

- a. The nature and seriousness of the offense.
- b. The injury or damage resulting from the misconduct.
- c. The student's motivation and state of mind at the time of the incident.
- d. The student's prior disciplinary record.
- e. The student's attitude and demeanor subsequent to the violation.

In all cases, a grade received owing to an admitted or adjudicated academic dishonesty violation shall not be replaced if the course is repeated. This exception is not subject to appeal or academic petition.

V. PROCEDURES FOR HANDLING CASES

A faculty member responsible for assigning final grades in a course may acquire evidence either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member determines whether it warrants proceeding to the next level of inquiry.

If the faculty member determines that the evidence is sufficient, he/she contacts the Dean of Students Office, which will determine from its records whether the student has previously admitted to or been found guilty of an academic integrity violation. If the suspected violation would be a second offense, the faculty member must take the case to the Chairperson of the

AIB. If the suspected violation would constitute a first offense but one for which the faculty member considers the appropriate penalty to be more severe than "F" ("U" for graduate student) in the course, the case must be brought to the Chairperson of the AIB. If the faculty member believes, however, that the suspected violation would be remedied by a penalty no greater than "F" ("U" for graduate student) in the course, the settlement procedure is used to conclude the matter and provide a record (see Section IV. Penalties).

Once a student has received notice that he/she is charged with an academic integrity offense, and pending the outcome of an academic integrity settlement or hearing, if the student withdraws from the course, a grade for the course will still be issued. In all cases, the instructor shall assign a grade of "I" pending the outcome of an AIB hearing.

A. SETTLEMENT PROCEDURE. The faculty member meets with the student and presents the evidence of an academic integrity violation, then requests an explanation from the student. After hearing the explanation, if the faculty member determines that a violation has occurred, he/she fills out and signs the settlement form distributed to all faculty members, noting the penalty to be applied, and gives the form to the student. The student has three business days to consider and seek advice on whether to admit guilt and accept the penalty by signing that form. If the student agrees to sign, he/she does so in the presence of the faculty member who then implements the penalty. The faculty member forwards the settlement form to the Dean of Students, who keeps a record of first offenses for eight years, and thus the matter is ended.

If the student decides not to admit guilt or not to accept the penalty, the faculty member is obligated to take the case to the Chairperson of the AIB and participate in a hearing as soon as possible, but in any case no later than the end of the semester following the semester in which the charge is made (not including summer sessions), if any penalty is to be imposed. If the faculty member does not take the case to the Chairperson of the AIB and participate in a hearing within the time limits set forth above, the faculty member may not impose a penalty on the student. However, a penalty may be imposed upon a student if, after notice and without showing sufficient justification for delay, the student is unavailable for the hearing. Upon request of the faculty member showing sufficient justification for delay, the Chairperson of the AIB may, in his or her discretion, make exceptions to the time limits set forth above.

B. ACADEMIC INTEGRITY BOARD. The AIB is composed of all the current Student Court Hearing Panel Members and thirteen full-time faculty members. At least one faculty member shall be appointed to the AIB from each college, and the number of faculty members appointed from each college shall be in proportion to the number of full-time faculty members with professorial rank in each college. (When the accused student is a graduate student, the faculty and student members of the hearing panel must include graduate faculty and a graduate student, respectively.) The Chancellor shall appoint the Chairperson of the AIB, and the Senior Associate Provost shall appoint the other faculty members to the AIB. The term of appointment of student members is the same as their terms as Student Court Hearing Panel Members. The faculty members and the Chairperson shall be appointed for two-year staggered terms. All members of the AIB may be reappointed.

C. CONDUCT OF HEARINGS.

1. Initiation; Notice of Charge; Panel Selection. The faculty member refers a case to the AIB by communicating with its Chairperson. The Chairperson selects one student and two faculty members of the AIB as the Hearing Panel for the case. One of the members is designated Convener of the Hearing Panel to conduct the hearing. Panel members are selected on the basis

of availability and impartiality. Neither faculty member may be from the college in which the alleged offense occurred. When the regular faculty members of the AIB or Student Court Hearing Panel Members are unable to serve on a particular case, the Chairperson of the AIB is authorized to appoint a faculty member from an appropriate college, or a student panelist, after consultation with the appropriate Dean.

The Chairperson then draws up a written charge stating the facts alleged and notifying the student and the faculty member of the date, time and place for the hearing. The notice shall provide the student and faculty member at least five business days after its receipt to prepare for the hearing, and it shall note that the accused student may have access to the case file in the Office of the Dean of Students. Notice shall be sufficient if by mail, email, or hand delivery, or by telephone followed up by a letter confirming the telephone notice. All claims of failure to receive adequate notice are waived by the accused party if the accused party appears at the hearing and does not formally raise the issue of adequate notice at the first opportunity.

2. Challenge. The student or the faculty member may challenge any member selected for the Panel on grounds of a bias or relationship that might affect impartial consideration of the case by that Panel member. The person brings the challenge by discussion with the Chairperson of the AIB at least one business day prior to the scheduled hearing. If the Chairperson concludes that the Panel member should be excused, a substitute is selected.

3. Nature of Hearing. The hearing is essentially fact-finding in nature. The process is intended to provide participating members of the campus community with a fair, orderly and clearly understood system for inquiry into the facts bearing on a case of alleged dishonesty.

4. Presentation; Burden of Proof; Rights. The faculty member referring the case presents the evidence of the offense to the Panel. The student is responsible for presenting the evidence he/she wishes, if any, in defense against the charge. The burden of proof is on the faculty member, who must establish the guilt of the student by a preponderance of the evidence. The student and the faculty member have the right to question any witness and inspect any document offered as evidence, and to make whatever statement or argument appears to be appropriate.

5. Failure to Appear. If the accused student fails to appear after proper notice, the Panel will reach its conclusion on guilt and appropriate penalty on the basis of the evidence which is presented at the hearing.

6. Witnesses; Testimony. The student and faculty member may request the attendance of witnesses at the hearing. University student, faculty or staff witnesses are expected to attend unless compliance would result in significant and unavoidable personal hardship or substantial interference with normal University activities. The student and the faculty member may request the assistance of the Chairperson of the AIB in securing the attendance of witnesses. The Convenor will ask each witness to confirm that the testimony to be given is truthful. Witnesses are expected to attend and give truthful testimony or face appropriate disciplinary action.

Witnesses are expected to attend and give truthful testimony or face appropriate disciplinary action. Written statements of evidence by a witness in lieu of appearance and testimony may be admitted into evidence under certain conditions, only as described in this Section (6) and subject to other provisions in this Policy Statement relating to the admissibility of evidence. To be eligible for admission into evidence, such written statements must be signed by the individual making the statement and witnessed by a University employee or a person designated by the

Chairperson of the AIB.

7. Attendance; Assistance. The hearing is closed to the public. The student and the faculty member may each be accompanied by one person (including an attorney), but that person's role is limited to conferring with and advising the student or faculty member; the person is not permitted to argue, make statements, or to question witnesses; the person may respond to questions if asked by Panel members to do so. The student may also bring up to two members of his or her immediate family (parents or spouse) to the hearing, but only upon providing consent to their presence at the hearing. Such family members are not permitted to argue, make statements, question witnesses, or otherwise represent the student. The Panel shall exclude the student's family member(s) during the testimony of any other accused student or student witness, unless the other accused student and student witnesses consent to the presence of the student's family member(s) during their testimony. The Panel may exclude prospective witnesses other than the student during the testimony of any witnesses. An open hearing may be held, in the discretion of the Convener, if requested by the student.

8. Evidence. Formal rules of evidence shall not apply. The Convener shall give effect to the rules of confidentiality and privilege, but shall otherwise admit all matters into evidence which reasonable persons would accept as having value as proof in the conduct of their affairs. The Hearing Panel may not consider the student's prior disciplinary record as evidence. Repetitious or irrelevant evidence may be excluded by the Convener. If, during the course of the hearing, evidence is revealed that could be the basis of a new academic integrity violation separate from the one being considered, such charges should be addressed in a new hearing, following the notice and hearing procedures set forth herein; provided, however, that the Hearing Panel may, in its sole discretion, offer the student the opportunity to have such new charges considered in the current hearing, so long as the student is clearly notified in writing that (1) he or she is not required to have the separate charges considered in the current hearing, and (2) his or her decision whether to have the separate charges considered in the current hearing or in a new hearing will not prejudice the case on either of the charges. If the separate academic integrity charge would necessarily involve charges against a third party who is not involved in the current hearing, then the option of having the separate charges considered in the current hearing is not available.

9. Control of Proceedings; Disruption. The Convener of the Hearing Panel shall exercise control over proceedings to avoid needless consumption of time and to achieve orderly completion of the hearing. Any person, even the accused student, who disrupts a hearing may be excluded by the Convener.

10. Recording. Each hearing shall be tape recorded, and the recording shall become a part of the case file in the Office of the Dean of Students.

11. Deliberation on Guilt. The decision on guilt shall be made in private and shall be by majority vote, based on the evidence presented at the hearing.

12. Not Guilty Found. If the conclusion is that the student is not guilty, the participants are readmitted, the Convener announces that conclusion, and terminates the proceeding. Thereafter, a written report is prepared, signed by the Convener, and sent to the Dean of Students. The Dean maintains only a single confidential file of material related to the case. That file shall be maintained for one year. No part of that file becomes part of the student's disciplinary record. The case is closed, and no penalty may be imposed.

13. Hearing on Penalty. If the conclusion is that the student is guilty, the hearing continues to determine the appropriate penalty. The Hearing Panel considers the factors listed in Section IV Penalties. Both student and faculty member may submit evidence and make statements concerning the appropriate sanction to be imposed. The Dean of Students will supply the student's disciplinary record for this supplementary proceeding.

14. Imposition of Penalty. At the conclusion of the evidence on the appropriate penalty, the Hearing Panel deliberates in private. Upon making its determination of the penalty, the participants are readmitted. The student is expected to be present, and the faculty member may be present if he/she wishes. The Convener announces the penalty determined. The date of his announcement is the Hearing Conclusion Date. The Hearing Panel thereafter prepares a written report, signed by the Convener, stating its findings, the determination on guilt and the penalty it deems appropriate. The Convener sends the report to the student and a copy of the report to the Dean of Students, who notifies the faculty member of its contents. If a penalty of a grade of "F" in the course or less is to be assigned, the faculty member imposes that penalty determined by the Hearing Panel and no other penalty. If a greater penalty is deemed appropriate, the Dean of Students implements the penalty indicated in the report.

15. Right of Appeal; Effect. A student found guilty is permitted three business days from the Hearing Conclusion Date to file a written notice of appeal with the Dean of Students Office (see Section V.D. Appeals). In the discretion of the Dean of Students the imposition of sanction normally is deferred until the three business days have elapsed without notice of appeal received or until the appeal proceedings are concluded.

16. Notice of Imposition of Penalty. If notice of appeal is not filed within the three business days or if the appeal results in no change in the Hearing Panel's decision, the Dean of Students notifies the student by letter of the penalty being imposed. The letter shall inform the student of all records to be kept of the incident in accordance with the University records retention policy.

D. APPEALS.

1. As a member of the institution whose Hearing Panel has made a determination on guilt and/or appropriate penalty, the faculty member is bound by the Panel's determinations and is not permitted an appeal. If a grievance has arisen, the faculty member may take it to the appropriate grievance body.

2. The student *must* submit any notice of appeal from a Hearing Panel's determination of guilt or penalty to the Dean of Students within three business days after the Hearing Conclusion Date. Failure to do so will render the decision of the Hearing Panel final and conclusive.

3. A student who wishes to appeal must submit a written brief in support of the appeal to the Dean of Students Office within ten business days after the Hearing Conclusion Date. The appeal shall separately state each ground upon which the student claims that the Hearing Panel committed error in reaching its conclusions and shall set forth the student's evidence and arguments in support of such claims. Failure to submit a written appeal will render the decision of the Hearing Panel final and conclusive.

4. If the notice of appeal and written brief have been timely filed, the Dean of Students shall deliver them with the record on appeal to the Provost and Vice Chancellor for Academic Affairs.

5. The Provost and Vice Chancellor for Academic Affairs or his/her designate shall review the

record and issue a written decision on the appeal. If the Provost and Vice Chancellor for Academic Affairs designates another, that person's review and decisions shall be treated in all respects as if made by the Provost and Vice Chancellor for Academic Affairs. The decision may:

- a. Affirm the decision reached and sanction imposed by the Hearing Panel.
- b. Affirm the decision and reduce but not eliminate the penalty recommended by the hearing Panel but only if that penalty is found grossly inappropriate to the offense.
- c. Remand the case for a new hearing before a Hearing Panel composed of members of the AIB who have not previously participated in the case. The new Hearing Panel's decision(s) on guilt and penalty to be imposed if any, shall be final and conclusive, except that the student may appeal the Panel's decisions on remand to the Chancellor. Such appeal is permitted only by method and on the grounds specified in paragraph 7 below.

6. The Provost and Vice Chancellor for Academic Affairs or his/her designate shall send copies of the decision on the appeal to the student, faculty member, Dean of Students, and Chairperson of the AIB.

7. The decision of the Provost and Vice Chancellor for Academic Affairs or his/her designee shall be final and conclusive, except that if the student alleges violation of the right of due process and fair hearing, the presumption of innocence until found guilty, the right to know the evidence and to face witnesses testifying against him or her, or the right to such advice and assistance in his/her own defense as may be allowable under the regulations of UNC Charlotte as approved by the Chancellor, the student may file a written signed letter of appeal with the Chancellor. Such written appeal must be received by the Chancellor within four business days after the student receives notice of the Provost's decision and shall set forth with particularity the specific right or rights allegedly denied and the facts or circumstances alleged to establish the denial of such right or rights.

E. RECORDS

The academic integrity records for a student who is found guilty after a hearing or who agrees to a settlement admitting guilt will be retained for eight years from the date of the Dean of Students' letter providing notice of imposition of sanctions or the date when a settlement form is signed by the student. Academic integrity records that indicate the sanction of expulsion shall be retained permanently.

VI. ADVICE TO FACULTY MEMBERS

The following are some of the measures appropriate to preventing and discouraging violations of this Code:

1. Faculty members should outline their expectations pertaining to academic integrity at the beginning of each course. In doing so they might authorize or prohibit specific forms of student conduct which are unique to their courses or disciplines. They should refer students to this UNC Charlotte Code of Student Academic Integrity. Faculty members are reminded that intent is an element of any academic integrity offense. Thus, for example, a student who submits a group project containing material plagiarized by a second student has not committed an academic integrity violation unless the first student knows that he/she is submitting plagiarized material.

2. Faculty members are advised that files of past examinations are maintained by some organizations and are readily available to large numbers of students. If faculty members wish to put any restrictions on the use of examinations they return to students, this should be made clear.
3. Academic department should keep examinations in a secure location and should carefully screen employees who may have access to such material. All waste copies of examinations should be destroyed along with stencil masters and ditto backing sheets. Student employees should not be asked to prepare or handle examinations.
4. Examinations should be carefully proctored by trusted employees. More than one proctor should be present when large numbers of students take an examination. Other preventive measures include a pre-arranged seating plan or a sign-in sheet (by seat numbers), so the location of each student may be determined. If it is not possible to allow sufficient space between seats, consideration should be given to using several different sets of questions, or permutation question numbers. In large classes, instructors should consider collecting an examination signature card from each student at the beginning of the semester. At examination time, another signature card, distributed with the examination, could be collected and compared with the original.
5. Methods for preventing and detecting plagiarism include (a) assigning specific topics for each student, (b) use of in-class discussions to choose topics, and (c) use of frequent in-class writing exercises, thereby making anomalous submissions easier to identify. Also, copies of the various commercial term paper catalogs, which list the specific titles and topics currently available to students, might be kept on file.

APPENDIX

PLAGIARISM

Plagiarism is use of the distinctive ideas or words belonging to another person without adequate acknowledgement of that person's contribution. In the context of academic work the standards for acknowledging sources are very high. An author must give due credit whenever quoting another person's actual words, whenever using another person's idea, opinion or theory, and whenever borrowing facts, statistics or illustrative material, unless the information is common knowledge.

1. Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation, and must be promptly acknowledged. The citation must be complete and in a style appropriate to the academic discipline.

EXAMPLE: The following is an example of an unacknowledged direct quotation:

Original Source: "To push the comparison with popular tale and popular romance a bit further, we may note that the measure of artistic triviality of works such as *Sir Degare* or even *Havelok the Dane* is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it." (From Robert M. Duran, *Chaucer and the Shape of Creation*, Howard University Press, 1967, p. 187.)

Student Paper: "To push the comparison with popular tale and popular romance a bit further, you can note that the measure of the artistic triviality in some works of Chaucer's time period is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it."

2. Paraphrase: Prompt acknowledgement is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." or "according to Rousseau . . ." and conclude with a citation identifying the exact reference.

A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

EXAMPLE: The following is an example of an unacknowledged paraphrase:

Original Source: "The era in question included three formally declared wars. The decision to enter the War of 1812 was made by Congress after extended debate. Madison made no recommendation in favor of hostilities, though he did marshal a telling case against England in his message to Congress of June 1, 1812. The primary impetus to battle, however, seems to have come from a group of War Hawks in the legislature." (From W. Taylor Reveley III, "Presidential War-Making: Constitutional Prerogative or Usurpation?", *University of Virginia Law Review*, November 1969, footnotes omitted.)

Student Paper: "There were three formally declared wars during this era. The decision to enter the war in 1812 was made by Congress after extended debate. Madison actually made no recommendation in favor of hostilities in his message to Congress of June 1, 1812, though he presented a persuasive case against Britain. The primary impetus to battle, however, appears to have come from a group of War Hawks in the legislature."

3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. If there is doubt whether information is common knowledge the citation should be given.

One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper or report draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgement made. Similarly, when a passage is paraphrased, prompt acknowledgement is required.

Date of origin: 3/97

Revised: 12/2001, 2/02, 8/08, 8/12

University Policy and Procedures for Student Appeals of Final Course Grades: University Policy 410.1, Request for Review of Final Course Grade

I. Statement of Policy

The purpose of the Final Course Grade Review Policy is to establish a uniform and clear procedure for mediating and settling cases involving contested final grades assigned in undergraduate and graduate courses. The Policy seeks to articulate and to protect both the rights of students for fair and impartial evaluation of their academic performance and the responsibilities of faculty members as the determiners of student grades. A course grade assigned in a manner consistent with University policy can be changed only by the instructor. University administrators can direct a grade to be changed only when it is determined through the procedure established by this policy that the faculty member assigned the course grade impermissibly or arbitrarily as defined herein.

Faculty Responsibility

It is a fundamental principle of higher education that faculty members are expected to exercise their professional judgment in evaluating student performance. At the same time, faculty members have the responsibility to specify in each of their courses at the beginning of the academic term: a) course requirements and expectations for academic performance, and b) procedures for evaluating performance (method(s) of evaluation and grading scales). Faculty members must also communicate clearly to all students in the course any subsequent additions to or changes in these requirements, standards, and procedures. Finally, faculty members have the responsibility to apply the specified grading criteria equitably to the academic performance of all students in the course regardless of their race, color, creed, national origin, sex, age, sexual orientation, disability, or other personal characteristics.

Student Responsibility

Students have the responsibility to know and adhere to the University policies and standards pertaining to them. As students willingly accept the benefits of membership in the UNC Charlotte academic community, they are obligated to uphold and observe the principles and standards articulated in The UNC Charlotte Code of Student Academic Integrity (<http://legal.uncc.edu/policies/ps-105.html>) and The UNC Charlotte Code of Student Responsibility (<http://legal.uncc.edu/policies/ps-104.pdf>).

II. Applications and Definitions

This Policy applies only to final course grades. However, course grades, which result from alleged violations of the Code of Student Academic Integrity, **CANNOT** be appealed under this policy, since separate procedures established by the Academic Integrity Board take precedence in such cases (see the Dean of Students). For purposes of this Policy, a course grade is deemed to have been assigned arbitrarily or impermissibly if, by a preponderance of the evidence, a student establishes that:

1. The course grade was based upon the student's race, color, religion, national origin, age, sex, disability, sexual orientation, or for some other arbitrary or personal reason unrelated to the instructor's exercise of his or her professional academic judgment in the evaluation of the academic performance of the student; or
2. The course grade was assigned in a manner not consistent with the standards and procedures for evaluation established by the instructor, usually at the beginning of the course in the course syllabus but supplemented on occasion during the semester in other written or oral communications directed to the class as a whole; or

3. The course grade assigned by the instructor was the result of a clear and material mistake in calculating or recording grades. **Individual elements** (e.g., assignments, tests, activities, projects) which contribute to a course grade are generally NOT subject to appeal or subsequent review during a grade appeals procedure. However, individual elements may be appealed under these procedures provided all of the following conditions are met:
- The student presents compelling evidence that one or more individual **elements** were graded on arbitrary or impermissible grounds (defined in 1 - 3 above in this section);
 - Grounds can be established for determining a professionally sound grade for the appealed element(s); and
 - The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member.

Allegations that sexual harassment was the reason a final course grade was impermissibly or arbitrarily assigned by the instructor must be addressed according to procedures set forth in University Policy Statement # 61 (<http://legal.uncc.edu/policies/ps-61.html>) rather than from the following procedures.

III. Procedure

Step 1. Consultation with Instructor: When a student believes that a course grade is incorrect, the student shall first discuss it with the instructor who assigned the grade. The instructor will explain how the grade was determined and attempt to resolve any disagreement. The student's inquiry to the instructor should occur as soon as possible after the formal grade report is received.

Step 2. Application for Appeal of Course Grade: If the student is unable to resolve the grievance through consultation with the instructor, a written request for review of the course grade may be submitted to the Chair of the Department or the Director of the interdisciplinary degree program in which the course was taught. Requests for review must be submitted within the first four weeks of the next regular academic semester. Requests for review submitted after the deadline will be heard only in exceptional cases as determined by the Dean of the college in which the appealed course grade occurred.

To initiate a grade review, the student forward a written request of a final course grade to the Department Chair, or Program Director, in whose unit the course is offered. Students requesting a final course grade review assume the burden of proof. Therefore, the request for review must include:

- A statement of the reasons the student believes the grade was impermissibly or arbitrarily assigned;
- The steps taken to resolve the disagreement over the assigned course grade; and
- The resolution sought.

The written request for review of a final course grade shall be accompanied by any evidence the student believes supports the conclusion that the grade was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation from witnesses. The student must demonstrate that the instructor applied irrelevant or impermissible

criteria in evaluating the student's academic performance, that the instructor failed to follow his or her course evaluation standards, or that the course grade was assigned as the result of a clear and material mistake in calculating or recording grades. That the student disagrees with the assigned grade does not constitute a basis for a review. Students can obtain advice and assistance from the Dean of Students on how to request a grade review.

A student alleging that the course grade assigned was impermissible or arbitrary due to sexual harassment by the instructor should follow the procedures set forth in University Policy Statement #61 (<http://legal.uncc.edu/policies/ps-61.html>) rather than those set forth here.

CAUTION: Falsification or fabrication of information provided by the student may be subject to disciplinary action under the Code of Student Academic Integrity (<http://legal.uncc.edu/policies/ps-105.html>).

Step 3. Mediation by Chair: Within ten working days of receiving the request for review, the Department Chair or Program Director will attempt an informal resolution of the disagreement between the student and the instructor. If the Chair or Director is unable to resolve the disagreement within ten working days, the Chair or Director shall forward the student's request for review to the College Dean with a statement of the Chair's or Director's understanding of the facts.

Step 4. Initial Review by Dean: Upon receipt of the request and statement of the Chair or Director, the Dean should invite the student and instructor to submit any supplemental written statements they wish by a specified deadline. If the Dean determines that the facts alleged in the student's written request for review of the final course grade or in the supplemental statement could, if true, constitute a violation of this policy, the Dean, within ten working days, shall appoint an *ad hoc* "Grade Review Committee." Within ten working days after receiving information from the Chair or Director and any supplemental statements from the instructor and/or the student, the Dean will review the written request for review of a final course grade and any supplemental statements. If the Dean concludes that the facts alleged by the student would not constitute a violation of the policy, the Dean may dismiss the grade review. The student then has ten working days in which to appeal this decision by the Dean to the Provost whose decision is final.

Step 5. Grade Review Committee: The *ad hoc* Grade Review Committee shall consist of three faculty members appointed by the appropriate Dean. Two of the faculty members shall be selected from "neighboring" disciplines or programs whose methods and techniques of teaching and testing are as similar as possible to those of the discipline or program of the course in question. One of these two faculty members shall be named by the Dean to serve as chair of the Grade Review Committee. In addition, the Dean shall select one faculty member from a "non-neighboring" discipline.

The purpose of this Committee is to determine whether the facts support the student's contention that the grade was impermissibly or arbitrarily assigned as defined in Section II of this Policy. It is not the function of the Review Committee to reevaluate the student's work to determine whether the Committee agrees with the professional judgment of the faculty member who assigned the grade.

The Committee Chair shall convene the Committee not later than ten working days from his/her appointment to examine the student's written request for review, the factual report of the Departmental Chair or interdisciplinary degree program Director, any written statement received

by the Dean from either the student or the instructor, and any additional relevant documentation. Additionally, the Committee may request oral presentations from both parties. Witnesses may be questioned by Committee members and by the persons directly involved in the review. Neither the student nor the faculty member may be accompanied or represented in the hearing by legal counsel or other advisor. The Committee may consider only such evidence as is offered by the parties and at the hearing(s) and need consider only the evidence offered that it considers fair and reliable. The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports a conclusion that the grade was awarded arbitrarily or impermissibly as defined in Section II. All decisions of the Committee shall be made by majority vote.

The conduct of the review shall be under the control of the Committee Chair. Within ten working days from the conclusion of its hearing(s) on the matter, the Committee will provide a written report to the Dean. The Committee report must include the Committee's finding as to whether or not the grade assigned was awarded arbitrarily or impermissibly as defined in Section II. If such a determination is made, the Committee shall specify a recommended course of action, which could include assignment of a specific grade to replace the one originally assigned or implementation of some process to reevaluate the student's work.

Step 6. Review by the Dean: Within ten working days after receiving the Committee's report and recommendations and other documentation assembled in the review, the Dean will make a final decision which s/he will then communicate in writing to the student, faculty member, and the Department Chair or interdisciplinary degree program Director.

Step 7. Appeal: Other than an appeal to the Provost submitted by the student as part of Step 4 of this policy, appeals beyond the College Dean will be considered by the Provost **only** if the student is able to provide a reasonable basis to support the contention that the procedures prescribed in this document were not followed in the disposition of the student's request for review of a contested grade. These appeals must be made in writing to the Provost within ten working days of the Dean's decision. The decision of the Provost is final.

IV. Substitution Provisions

In the event that the faculty member whose grade is being reviewed is also a Department Chair or interdisciplinary degree program Director, the Dean shall do those things required by the Chair or Director. In the event that the faculty member whose grade is being reviewed is also a Dean, the Provost can name an appropriate substitute to perform the functions of the Dean as required by this policy.

Implementing Procedures for the Grade Replacement Policy

Grade Replacement Policy

Undergraduate students may replace up to two (2) courses (maximum of 8 hours) for grade replacement. Both grades will be reflected on transcript. However, the higher of the two grades will be used in calculation of the GPA.

1. This policy applies to courses first taken in Fall 2007 and thereafter. (NOTE: Some courses in the College of Health and Human Services may not allow grade replacement. If you are a member of that College, check with your advisor, program director, chair, or associate dean.)
2. All courses for which a grade of A, B, C, D, or F may be assigned are eligible for grade replacement under this policy. Grade replacements cannot be used on a course in which the student has withdrawn.
3. The course to be replaced and the repeat course must have their grades assigned by UNC Charlotte.
4. Students must register to retake the course before attempting to submit a Grade Replacement request if credit was earned in the original attempt, the student must first obtain a Repeat Course Override before registering.
5. **Students must submit a Grade Replacement request online by the last day to drop a course with no record in the semester or summer session in which the course is to be repeated.** Please view the add/drop dates on the academic calendar at <http://registrar.uncc.edu/calendar>. A repeated course may not be selected retroactively to use this grade replacement policy.
6. In classes for which the final grade assigned was an F or a D, the student may file the grade replacement form without further approval, providing it is within the course and hour limits specified in this policy.
7. In classes for which the final grade assigned was a C or better, the student must obtain approval of the Department Chair and the Associate Dean of the student's program or major, and remain within the two courses, eight hour limitations of this policy.
8. Once a student has filed a grade replacement form for a course, that choice cannot be revoked due to withdrawing from the class or from the University. [Medical or special circumstances may be reviewed on a case-by-case basis.] The original course grade will be the grade of record for the course and not the W. Any such withdrawal still consumes one of the two course substitutions permitted under this policy. However, a course that is dropped before the end of the Add/Drop period does not consume one of the allotted substitutions.
9. Students enrolled in special topics classes for a grade replacement must enroll in the same topic for which they originally received the grade to be replaced.
10. A grade received owing to an admitted or adjudicated academic dishonesty violation

shall not be replaced if the course is repeated. This exception is not subject to appeal or special request.

11. When the course being repeated is a course within an associated lab, the lecture and lab may be repeated concurrently and only consume one of the two allowable grade replacement requests if the requests are made simultaneously.

For more information: UC Charlotte Undergraduate Catalog at www.provost.uncc.edu/catalogs/.

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