



College of Health and Human Services

Student Handbook

2021-2022 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 college web site at www.health.uncc.edu.

Policy Formulation

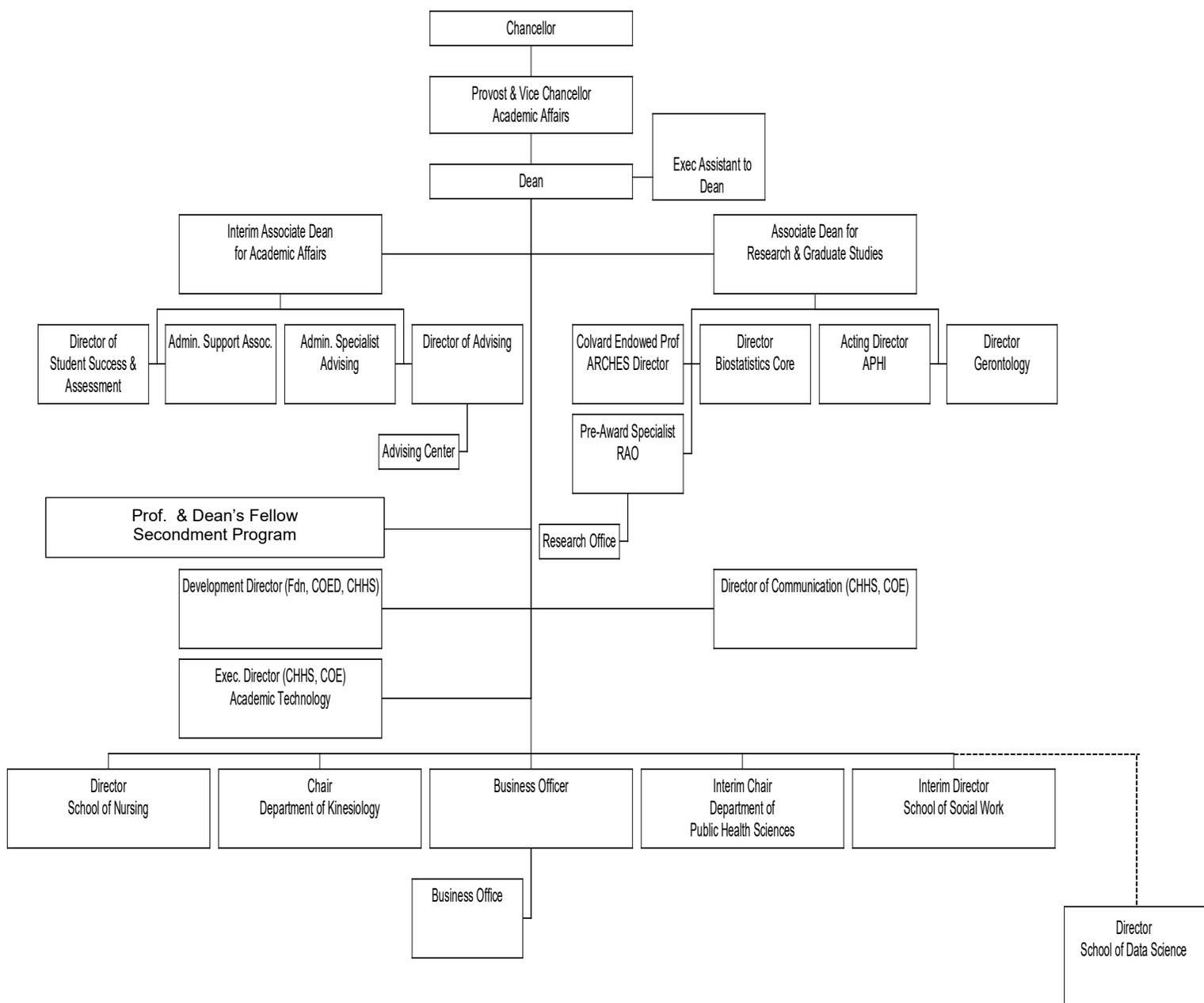
1. Faculty, students and staff who participate in or are affected by the adoption or revision of new policies or procedures have a voice in the adoption and/or revision process according to the governance process.
2. Proposals for policies and procedures may be submitted to appropriate governance or 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 Interim 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/school 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 online 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 handbook or website with the date of implementation.

Revised: 7/21

CHHS Organizational Chart 2021-2022



CHHS Mission and Strategic Goals

College Mission

Mission: Advancing health and well-being through innovative, inclusive, and engaged teaching, research, and service.

Vision: We will increase our national and global impact as we respond to changing health and human service needs of our region.

Principles: Innovative, Accessible, Inclusive, Engaged, Supportive, Interdisciplinary, Global, and Sustainable

CHHS Strategic Goals for 2020-2025

Goal 1: Expand Partnerships/Collaborations

Objective 1.1 Expand partnerships/collaborations in teaching and student support

Objective 1.2 Expand partnerships/collaborations in research
Objective 1.3 Expand partnerships/collaborations in community and/or discipline-based service

Goal 2: Expand the resource base (including people, place, and pocketbook)

Objective 2.1 Increase stakeholder commitment to expanding resources

Objective 2.2 Expand resource base for teaching and student support

Objective 2.3 Expand resource base for research

Objective 2.4 Expand resource base for service

Goal 3: Expand diversity, access, and inclusion so that all belong, contribute and thrive

Objective 3.1 Increase diversity, access, and inclusion in classes and programs

Objective 3.2 Expand diversity, access, and inclusion in research

Objective 3.3 Expand diversity, access, and inclusion in service

Date of Origin: 12/83

Revised: 7/20

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 came from the Department 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 came from the Department of Health and Physical Education.
- 1978 RN-BSN completion program was established.
- 1982 The College's 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, nursing administration concentration, and nursing and business administration dual degree (M.S.N./M.B.A.) established (re-organized as M.S.N./M.H.A. 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 in the 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.) is discontinued. Nursing and health administration dual degree program (M.S.N. /M.H.A.) is 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 within the College of Nursing and Health Professions (previously the MHA program was within the Graduate School).
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.
Masters 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 Ph.D. 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 and admits its first cohort of 4 full time students and 2 part time students.
MSN in Nurse Education established.
- 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 on Craver Road.
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 (BSRT).
Department of Kinesiology graduates its first student in the Interdisciplinary Ph.D. 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 Ph.D. 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 (PSM-HI) 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/master's 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 Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) and Post-Masters Certificate Programs in collaboration with Carolinas Healthcare System's College of Health Sciences was approved and implemented in fall 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 Ph.D. 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).
The Department of Social Work was approved by the UNC Charlotte Board of Trustees to be a School of Social Work.
- 2015 The Doctor of Nursing Practice (DNP) program graduated its first four DNP students.
The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program graduated its first students.
The Neurodiagnostics and Sleep Science (NDSS) program was accredited by the Commission on Accreditation for Applied Health Education Programs (CAAHEP) until 2019.
- 2016 The Ph.D. in Public Health Sciences program admitted their first 3 students in fall.
The Masters of Science in Public Health (MSPH) transitions to a Master of Public Health (MPH).
The Doctor of Nursing Practice (DNP) was accredited until 2021 by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 200601, 202-887-6791.
Year-round admissions cycle for the RN-BSN program was implemented and accepted its first summer cohort in summer 2016.
The Early Childhood Mental Health (ECMH) Graduate Certificate program was approved in spring 2016 and is a collaboration between the School of Social Work and the Department of Early Childhood and Special Education.
A part-time Hybrid MSW program was approved and began summer 2016.
- 2017 The Master of Science in Respiratory Care (MSRC) was approved and the first class admitted in fall 2017.
The Bachelor of Science in Health Systems Management was approved and the first class began fall 2017.
The School of Nursing received the NLN Center of Excellence in Nursing Education Award.
- 2018 The Master of Athletic Training was approved by University Administration to admit the first cohort in summer 2019.
The MPH program expands concentrations from one (Community Health Practice) to three concentrations including Epidemiology and Population Health Analytics in fall 2018.
- 2019 The Health Systems Management, Master of Science in Respiratory Care, and the Ph.D. in Public Health Sciences programs graduated their first cohort of students in May 2019.
The Bachelors in Athletic Training program graduated their last cohort of students and transitioned to graduate degree; admitted their first cohort of students into the Master of Science in Athletic Training (MSAT) program in summer 2019.

- 2020 First cohort of the Post-Baccalaureate Doctorate of Nursing Practice in Nurse Anesthesia were admitted in summer 2020.
- 2021 First cohort of the Master of Science in Athletic Training students graduated. MSAT program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) for 10 years.

Revised: 6/21

CHHS Standing Committees

College committees are:

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

Revised: 4/17

CHHS Student Organizations

College Undergraduate Organizations:

Advocates for Change

Advocates for Change is a student-led graduate level student organization. Faculty serve as advisors, but the organization is run by students. Advocates for Change began with a group of MSW students at UNC Charlotte in February 2015 as a student response to media reports and peer-reviewed research reports demonstrating inequitable treatment of disadvantaged and 31 minority individuals by health, education, and law enforcement services in the region, state, and nation. According to its mission statement, Advocates for Change is "Master of Social Work and Master's level students from other disciplines who are committed to providing services to the UNC Charlotte campus and Charlotte community...The Advocates for Change goal is to enhance the quality of life for oppressed and vulnerable populations through advocacy, human services delivery, and research." The organization was formally recognized by the University's Graduate and Professional Student Government in November 2015.

Exercise is Medicine on Campus (EIM-OC)

EIM-OC promotes the Exercise is Medicine movement and is open to all majors and minors. This movement is a solution to the greatest public health problem of the 21st century: physical inactivity. This organization educates campus citizens on what EIM is and its mission: to promote exercise for everyone. We plan and run events along with educating the public on the important benefits of exercise.

Global Medical Brigade

UNC Charlotte Global Medical Brigades is one of the many university chapters of Global Brigades. Students volunteer and are dedicated to research, design, and construction of socially responsible, and environmentally sustainable solutions towards problems in the developing world. Ultimately, extended relationships between brigades and surrounding communities will result in not only the implementation of a variety of projects, but also the accumulation of a vast wealth of knowledge from which future students and communities can learn. Our mission: We aim to empower our volunteers and under-resourced communities to resolve global health and economic disparities and inspire all involved to collaboratively work towards an equal world. Our vision: We plan to mobilize volunteers from UNC Charlotte to facilitate healthcare in several communities, providing hundreds of consultations, preventative procedures, and hours of health education.

Health Systems Management Association

The Health Systems Management Association (HSMTA) is pre-professional, academic organization. We intend to improve our members' professional skills through workshops, guest speakers and study groups. Members are given the opportunity to work with those within the same major, who are in or have taken the same classes. There are also opportunities for members to have a mentor in the major or become a mentor. Health Systems Management Association promotes leadership as well through the various positions available on the Executive Council. Finally, upon graduation, members earn cords that recognize their work and service throughout their undergraduate career in the Health Systems Management Association.

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 (ANS)

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 BSW 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 as pre-public health, public health majors as well as public health minor programs 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:

Advocates for Change

Advocates for change (AFC) is an action-oriented organization seeking to achieve racial and social equality through social justice and advocacy movements with hopes of empowering vulnerable populations and building strong allies. Previous signature events include workshop and networking opportunities on how to advocate for your cause, a transgender and gender non-conforming panel discussion, and campus rallies in response to local and national news that addresses social injustice and inequality. We look forward to continuing the AFC legacy by speaking up for the voiceless and creating change in our communities. We would like to invite you join us, general meetings will be held concurrently with Graduate Social Work Association.

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 Public Health or Ph.D. in Public Health Sciences or Health Services Research degree programs 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 academic and professional concerns, goals, and careers of public health graduate students and others interested in the professions of public health at the University of North Carolina at Charlotte. Get Involved!

The International Society for Pharmacoeconomics and Outcomes Research at UNC Charlotte (ISPOR-UNC Charlotte)

ISPOR is a nonprofit, international, educational, and scientific organization that promotes health economics and outcomes research excellence to improve decision making for health globally. ISPOR-UNC Charlotte is the local student network that provides an environment where students can share knowledge in pharmacoeconomics and health outcomes research; serve as a bridge in bringing together students interested in pharmacoeconomics and members of the pharmaceutical industry, health-related organizations, and academia; act as a resource for new students interested in pharmacoeconomics and outcomes research; and provide an opportunity for student chapter members to become familiar with the affairs of ISPOR as well as have representation in its affairs.

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, and a student chapter of the American College of Healthcare Executives (ACHE). CHESO is designed to meet its members' professional, educational, and leadership needs and to promote high ethical standards and conduct. In addition, CHESO provides opportunities for members to learn from one another as well as individuals in the healthcare executive profession.

Honor Societies:

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 20% of the graduating class of graduate and undergraduate 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 the induction usually taking place in late spring.

Lambda Beta Honor Society

The National Honor Society for the Profession of Respiratory Care was formed in 1986 to promote, recognize and honor scholarship, scholarly achievement, service, and character of students, graduates, and faculty members of the profession. The name of the society is based on the goals of the Respiratory Care profession: sustaining "life and breath" for all mankind. Lambda (Λ) is the Greek letter "L", and beta (B) is the Greek letter "B". Lambda Beta Society currently has over 100 Chapters established at Respiratory Care programs across the United States. To qualify for membership, a respiratory care student must have completed 50% of their respiratory care courses and hold a GPA that ranks in the top 25 percent of the respiratory class.

The individual must be of good character and be nominated by faculty or chapter officers from a Lambda Beta Chapter. Also, a graduate who meets the 25% criteria at the time of graduation can become a member of Lambda Beta as an Alumni member. If a graduate from any CoARC approved or CAAHEP (or its predecessor CAHEA) accredited program that is no longer in existence, providing that the individual met the membership qualifications at the time of the individual's graduation. These individuals may nominate themselves for membership and shall provide evidence of their academic standing (e.g., a transcript or a letter from a member of the program faculty who attests to the candidate's academic ability) All candidates who apply for this type of membership require full Board approval.

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 3.4 or higher; earned a minimum of 6 semester hours or equivalent in Social Work, and achieved a GPA of 3.4 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 in the spring semester by university email.

Gamma Iota: Sigma Theta Tau International Honor Society for Nursing

The University of North Carolina at Charlotte School of Nursing 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.

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. Graduate student inductees must be Master of Health Administration (MHA) students who have graduated or filed for graduation within the last year, and be in the top 20% of the graduating cohort. Alumni, faculty, and honorary members also can be inducted. Each Spring, the Society will invite eligible nominees to apply for membership.

Date of origin: 7/02

Revised: 6/20

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. UNC Charlotte has endorsed the developmental advising approach to engage students at their college development. Advising requires regular and periodic communication to ensure that the student is progressing in the appropriate academic program and using available university and community resources.
2. The CHHS Advising Center, located in CHHS 103, will provide developmental academic advisement to all HSMT students with less than 90 credits, "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 *Connect* accounts to find their assigned advisor.
3. Students schedule their advising appointments through *Connect*; advising notes to students are available for review.
4. 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.
5. 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.
6. 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).
7. Students are responsible for communicating with their advisors throughout their enrollment at the University.
8. 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 Connect designated 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) and how to schedule appointments through Connect. 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. Check your progress on Degree Works.	Provide accurate and timely information and insight about major and career requirements. Advise from an developmental perspective of general education, major(s), and minors.

Student	Advisor
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.
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 in Connect.
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, checking Degree Works often to monitor progress.	Encourage and facilitate a four-year time to degree completion.

CHHS Student Scholarships

Students access university and program-specific scholarships through the NinerScholars Portal where students can determine which scholarships are available and apply for those scholarships online. All CHHS scholarships are available through NinerScholars Portal. Most of the CHHS scholarships are due on March 15th, with the exception of the CVS Nurse Practitioner Scholarship due on December 15th, and the Jim and Nancy Hill Award for International Travel that has a deadline of February 1st. Once a student completes all the necessary scholarship requirements, the College of Health and Human Services (CHHS) determines program-specific scholarship committees comprised of faculty. The faculty within each scholarship committee (e.g. School of Nursing Scholarship Committee) will determine scholarship recipients. Students who are awarded scholarships will be notified via email from NinerScholars. Students must accept the scholarship award through NinerScholars Portal to receive the scholarship funding. For some scholarships (such as the Ruth C. Clarke), students may be required to furnish additional documents to be awarded the scholarship.

The College of Health and Human Services (CHHS) has scholarships available in each academic discipline; some programs have more scholarships available than others. Currently, all CHHS scholarships 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, neurodiagnostics and sleep science, public health, respiratory therapy, 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. Students are usually notified of their scholarships soon after April 15th. Upon accepting a CHHS scholarship, scholarship recipients **are required** to write a thank you note **and attend** the annual Donor Reception/Philanthropy Event to thank their donors in the fall.

Scholarship applications through NinerScholars Portal are due on March 15, 2022, and are awarded for the following fall and spring semesters. Students can access NinerScholars Portal via the following website: <http://scholarships.uncc.edu/>

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 11/30/2017). Accordingly, students have the following rights with respect to their education records:

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 \(FERPA\)](#). Further information regarding this policy is located on the University's Legal Affairs webpage.

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: 11/17

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.

Date of origin: 6/1/05; Revised: 3/16/15

**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

Effective Date: 8/10/05
Revised: 8/09, 3/1/15

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. Ashley Marshall in the CHHS Advising Center with your name, UNC Charlotte student ID, date of birth, and UNC Charlotte email. Ms. Marshall 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 888-803-7860, ext. 3171, or via email at jessmith@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: 7/17

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-Appeal-Procedures>.

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, Student Appeals and Grievances](#)).

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 406](#), "Code of Student Responsibility, Chapter 8, Sexual Misconduct Complaint Procedures," [University Policy 502](#), "Sexual Harassment Policy and Grievance Procedures," and [University Policy 410](#), "Policy and Procedures for Student Appeals of Final Course Grades"). 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.

Upon request from any student, the Office of the Dean or 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.

Date of origin: 6/12

Revised: 9/14

CHHS Academic Grievance Policy & Procedure

Procedure:

1. A grievance *does not include* a grade discrepancy, suspension/dismissal, sexual harassment or other issues that can be handled through a usual university process. The first step is for the student to meet with the involved faculty/staff member(s) for discussion.
2. If this discussion does not result in a resolution, the student/faculty member(s) may request Chair/Director to become involved. The grievance document submitted by the student shall include:
 - a. substance of the grievance
 - b. what steps have been taken
 - c. desired result
3. Students who have completed the process with the Department Chair or School Director and the grievance has not been resolved, the student may submit the grievance in writing to the Associate Dean for Academic Affairs (for undergraduate students) and to the Associate Dean for Research and Graduate Studies (for graduate students), 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 or the Associate Dean for Research and Graduate Studies.

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 or Associate Dean for Research and Graduate Studies 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 41 of this handbook.

Date of origin: 2/84; Revised: 7/21

University Policy 407, Code of Student Academic Integrity

Formerly POLICY STATEMENT #407
 THE CODE OF STUDENT ACADEMIC INTEGRITY
 Official copy available at: <https://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.

Chapter 1: Principles and Purpose

The University of North Carolina at Charlotte is an academic community dedicated to teaching, scholarship, service, inclusion, and the holistic development of Students. Academic integrity is a cornerstone value of the University's intellectual community. It is important to nurture an atmosphere of honesty, fairness, trust, respect, and mutual responsibility. Integrity is essential because it ensures that Students fairly benefit from their educational experience and pursuits of knowledge. Violating the principles of academic integrity damages the reputation of the University and undermines its educational mission and goals.

The University recognizes that Academic Misconduct detracts from the value of a UNC Charlotte degree and has influence beyond the University community, including relationships with employers, other educational institutions, the business community, the UNC system, and the community at large.

The purpose of the Code is to:

1. support and promote an ethical learning environment;
2. create consistent standards for all members of the academic community;
3. assist Students in learning responsibility for one's own academic work;
4. protect the academic environment of the University community; and
5. clarify Student values and how they relate to the behavior in question.

Chapter 2: Definitions

When used in the Code, certain terms are defined as follows:

1. **Academic Misconduct** means any of the conduct prohibited in Chapter 6 of the Code and is synonymous with the term "academic dishonesty" in [N.C. Gen. Stat. § 116-40.11](#).
2. **Academic Integrity Board (AIB)** means a body of full-time faculty members, composed as set forth in Chapter 7, Section III, the members of which serve on Hearing Panels to adjudicate charges of Academic Misconduct.
3. **Advisor** means an individual invited by the Student, Faculty, or Referring Party to attend a Hearing and to confer with the Student, Faculty, or Referring Party during the Hearing. An Advisor may not address a University official or the Hearing Panel, other parties, or witnesses, and may not unreasonably delay, disrupt, or otherwise interfere with the proceedings. An Advisor may not argue, make statements, or question witnesses;

however, an Advisor may respond to questions if asked to do so. An Advisor may not be called as a witness.

4. **Authorization** means approval of an action, conduct, or activity provided by the Faculty Member responsible for the evaluation of the Student's academic work or as otherwise required in the Code.
5. **Chair** means the Chair of the Academic Integrity Board.
6. **Code** means University Policy 407, Code of Student Academic Integrity.
7. **Convener** means the member of the Hearing Panel who exercises control over the Hearing proceedings to maintain a fair, impartial, and efficient Hearing.
8. **Day** (unless otherwise specified) means a business day on which the University is open.
9. **Director** means the Associate Dean of Students and Director of Student Conduct & Academic Integrity or designee.
10. **Facilitator** means an individual appointed by the Director to conduct a Facilitated Resolution.
11. **Faculty Member** means a person who is responsible for assigning, grading, reviewing, and/or assessing an academic exercise that is alleged to have been affected by Academic Misconduct, including full-time faculty members, part-time faculty members, adjunct faculty members, instructors, and teaching assistants or a designee.
12. **Hearing** means the resolution method adjudicated by a Hearing Panel.
13. **Hearing Panel** means a body of two members of the Academic Integrity Board (AIB) and a trained undergraduate or graduate student appointed by the Chair or designee that adjudicate a charge of Academic Misconduct against a Student.
14. **Provost** means the Provost and Vice Chancellor for Academic Affairs.
15. **Referring Party** means an individual, other than the Faculty Member, who suspects that Academic Misconduct has occurred, determines that the information is sufficient to warrant an adjudication, and participates in the Academic Misconduct process as a representative of the University.
16. **Responsible** means determined by the procedures in the Code to be responsible for Academic Misconduct.
17. **Staff Advisor** means an individual appointed by the Director to advise a Hearing Panel.
18. **Student** means an individual who has accepted an offer of admission to the University; is currently enrolled in coursework or has registered for coursework at the University; has a continuing relationship with the University; is an auditing Student; or is participating in an educational program sponsored by or affiliated with the University. The continuing relationship ends upon graduation, termination of the relationship, or a break in enrollment of twelve (12) consecutive months after the last semester attended at the University.
19. **Student Panel Member** means a student who is selected, appointed, and trained by the Director or designee to serve on Hearing Panels to adjudicate cases of Academic Misconduct.

Chapter 3: Standards of Due Process, Standard of Proof, and Jurisdiction

Section I. Standards of Due Process

1. Any Student is entitled to a Hearing before a Hearing Panel, except when the case is resolved through an Informal Resolution or a Facilitated Resolution, as provided in Chapter 7 of the Code.
2. The focus of inquiry in the Academic Misconduct procedures is to determine whether the Student is or is not responsible for engaging in Academic Misconduct prohibited under Chapter 6 of the Code.

3. Formal rules of evidence do not apply, nor does deviation from prescribed procedures necessarily invalidate a decision or proceeding, unless significant prejudice to the Student or Faculty Member results.

Section II. Standard of Proof

For a Student to be found responsible for Academic Misconduct under the Code, the information must establish that the Student is responsible for Academic Misconduct by a preponderance of the evidence—that it is more likely than not that the Student engaged in Academic Misconduct as charged. This determination must be based solely on the information presented, which may include, but is not limited to, pertinent records (e.g., assignment, syllabi), exhibits (e.g., photographs, audio/video information, social media information), and written/oral statements.

Section III. Jurisdiction

1. Subject to the exception in Paragraph 2 below, jurisdiction under the Code may be exercised with respect to all academic work, whether in the classroom, online, through distance education, or in-person. Academic work subject to the Code may be either inside or outside the context of an academic course, including in the preparation of materials submitted as a program or degree requirement or other non-course-related academic contexts.
2. Academic work that is submitted in a grant application or for publication, or in the case of a thesis or dissertation, submitted to ProQuest, falls under the jurisdiction of the [Research Misconduct process](#). Prior to initiating an Academic Misconduct case in which research integrity might be implicated, the Research Integrity Officer and the Chair should discuss the case and make a mutual determination about the appropriate process to be applied. See [University Policy 309, Responding to Allegations of Misconduct in Research and Scholarship](#).

Chapter 4: Responsibilities

The responsibility for maintaining the academic standards of honesty and integrity is shared by all members of the academic community. Students and Faculty Members are expected to be familiar with and abide by the provisions of the Code.

Section I. Faculty Member Responsibilities

Faculty Members are responsible for the academic instruction and evaluation methods for all academic exercises. As such, Faculty Members should ensure, to the best of their ability, that all work submitted by Students is consistent with academic standards, including being free from the adverse impacts of academic misconduct. To that end, Faculty Members are obligated to:

1. Publish, review, and enforce their expectations for academic conduct in course work.
2. If the Faculty Member suspects that Academic Misconduct has occurred and determines that the information is sufficient to warrant an adjudication, report all such cases of suspected Academic Misconduct using the appropriate adjudication method outlined in the Code of Student Academic Integrity so a central record may be kept. Faculty are expected to participate as needed in the adjudication of the suspected misconduct.
3. Engage mechanisms that discourage Academic Misconduct, such as exam monitoring, online submission of materials, etc. ([See examples.](#))

4. If a Faculty Member who has referred an Academic Misconduct case fails to appear at a Hearing after being notified pursuant to the Code, the Hearing will continue in the absence of the Faculty Member.

Section II. Student Responsibilities

1. Students are integral members of the academic community and are responsible for their academic work, abiding by the Code, and will be held responsible for their Academic Misconduct. As responsible members of the University, Students are expected to take an active role in encouraging other members of the academic community to respect the standards set forth in the Code. Should a Student suspect Academic Misconduct, they should make the suspicion known to the Faculty Member or Director.
2. If a Student who is charged with Academic Misconduct fails to appear at a Hearing after being notified pursuant to the Code, the Hearing will continue in the absence of the Student.

Section III. Referring Party (other than Faculty Member) Responsibilities

1. Members of the University community are also expected to take an active role in encouraging Students to respect academic integrity. If a Referring Party suspects that Academic Misconduct has occurred and determines that the information is sufficient to warrant an Academic Misconduct adjudication, they should make the suspicion known to the Faculty Member or Director.
2. When a Referring Party refers a suspected case of Academic Misconduct to the Faculty Member or Director, it is the Referring Party's responsibility to follow the policies and procedures in the Code, including attendance at and participation in any Hearing that may be conducted to adjudicate a charge of Academic Misconduct, if such attendance and participation is requested.
3. If a Referring Party who has referred an Academic Misconduct case fails to appear at a Hearing after being notified pursuant to the Code, the Hearing will continue in the absence of the Referring Party.

Chapter 5: Rights of the Parties

Section I. Rights of the Student

The Student has the following rights:

- A. to be provided a fundamentally fair process;
- B. to be presumed not responsible for a violation of the Code until determined otherwise;
- C. to be given notice of any allegation(s) of Academic Misconduct;
- D. to review the information that will be presented in any case resolution, provided that the information may be given to the Student in a redacted format;
- E. to present relevant information on their behalf;
- F. to obtain support, advice, or assistance pursuant to relevant sections in Chapter 7 of the Code;
- G. if found responsible, to have sanction(s) imposed on the basis of the guidelines set forth in the Code;
- H. to be informed of the final decision and results of a proceeding;

- I. to request reasonable accommodations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act through the Office of Disability Services;
- J. to confront, in some manner, the allegations and information presented relevant to the formal charge(s) against them, which in all cases will be brought forward by the University;
- K. to request that a member of a Hearing Panel be excluded from the Hearing on the basis of a conflict of interest, bias about, or interest in the case;
- L. to pose reasonable questions, verbally or in writing, to any witness appearing at a Hearing;
- M. to have prior Academic Misconduct excluded from information presented during a Hearing Panel's deliberation of findings for any charge(s);
- N. to appeal any decision of a Hearing Panel, pursuant to Chapter 9 of the Code; and
- O. to have supervised access to a recording of the Hearing proceedings.

Section II. Rights of the Faculty Member or Referring Party

The Faculty Member or Referring Party have the following rights:

- A. to be provided a fundamentally fair process;
- B. to review the information that will be presented in any case resolution, provided that the information may be given to the Faculty Member or Referring Party in a redacted format;
- C. to present relevant information on their behalf;
- D. to obtain support, advice, or assistance pursuant to relevant sections in Chapter 7 of the Code;
- E. to be informed of the final decision and results of a proceeding;
- F. to request reasonable accommodations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act through the Office of Disability Services;
- G. to be provided the same opportunities as the Student to address any University official involved with the resolution of the complaint, including being present during the findings stage of the Hearing;
- H. to request that a member of a Hearing Panel be excluded from the Hearing on the basis of a conflict of interest, bias about, or interest in the case; and
- I. to have supervised access to a recording of the Hearing proceedings only to which the Faculty Member or Referring Party has an opportunity to participate.

Chapter 6: Prohibited Academic Conduct

Except in cases of Research Misconduct, as set forth in Chapter 3, Section III.2 of the Code, the following conduct, or complicity in the following conduct, is considered Academic Misconduct under the Code:

- A. **Cheating** means using or attempting to use materials, or giving assistance or materials without Authorization to another in any academic exercise that could result in gaining or helping another to gain academic advantage. [See examples.](#)
- B. **Fabrication** means providing fabricated information, including inventing or counterfeiting information, in any form in an academic exercise. [See examples.](#)
- C. **Falsification** means altering without Authorization any data or information, regardless of communication method (e.g., e-mail or other electronic communication), in an academic exercise. [See examples.](#)

- D. **Misuse of Academic Materials** means sharing, distributing, altering, acquiring, damaging, or making inaccessible academic materials without Authorization, that could result in gaining or helping another to gain an academic advantage. [See examples.](#)
- E. **Multiple Submission** means submitting academic work or substantial portions of the same academic work (including oral reports) in more than one academic exercise without Authorization. [See examples.](#)
- F. **Plagiarism** means presenting the words or ideas of another as one's own words or ideas, including failing to properly acknowledge a source, unless the ideas or information are common knowledge. Plagiarism includes self-plagiarism, which is the use of one's own previous work in another context without indicating that it was used previously. [See examples.](#)
- G. **Unauthorized Collaboration** means sharing the work or effort in an academic exercise with another Student or Students without Authorization. [See examples.](#)
- H. **Research Misconduct** means a determination that Research Misconduct has occurred under [University Policy 309, Responding to Allegations of Misconduct in Research and Scholarship](#) and its [Supplemental Procedures](#). (See Chapter 3, Section III of the Code.)

Chapter 7: Academic Misconduct Process Structure

This Chapter outlines the general process for handling suspected cases of Academic Misconduct. Specific procedures for adjudicating cases of Academic Misconduct are detailed in the [Procedures for Adjudication of Academic Misconduct Cases](#) supplemental to the Code ("Supplemental Procedures").

Section I. Case Referrals

Swift resolution of suspected Academic Misconduct cases is highly desirable for both the institution and the accused Student. To this end, Faculty Member and Referring Parties are responsible for timely communication with the appropriate University officials involved in the Academic Misconduct process. Specific procedures for case referrals are set forth in the [Supplemental Procedures](#).

Once a Student has received notice of an alleged Academic Misconduct violation, if the Student withdraws from the course, a grade for the academic exercise or course may still be issued.

Section II. Adjudication Methods

A. Informal Resolution

Some first offenses are properly handled and remedied by an [Informal Resolution](#) with the Faculty Member teaching the specific academic exercise in which they occur. In the event the Faculty Member is unavailable, the chair of the department may appoint a designee, who may act on the Faculty Member's behalf throughout the Academic Misconduct process.

B. Facilitated Resolution

The Director, in consultation with the Chair, may determine that a Facilitated Resolution is appropriate and offer a Facilitated Resolution:

1. if a Student is eligible for an Informal Resolution (it is the Student's first charge of Academic Misconduct), but the Faculty Member and the Student are unable to reach an Informal Resolution; or
2. if a Student is not eligible for an Informal Resolution (it is not the Student's first charge of Academic Misconduct), but the Director determines that it is appropriate to attempt resolution through a Facilitated Resolution.

C. Formal Resolution

A Formal Resolution before a Hearing Panel is required in any of the following circumstances:

1. The Faculty Member or designee believes that a more severe sanction is warranted for an alleged first Academic Misconduct charge than is permitted under an Informal Resolution and the Director has determined that a Facilitated Resolution is not appropriate;
2. The Student is eligible for an Informal Resolution, but no such resolution is reached pursuant to the procedures in Chapter 7;
3. The Director has determined that a Facilitated Resolution is appropriate and has offered a Facilitated Resolution, but either the Student or Faculty member declines the offer or no such resolution is reached pursuant to the procedures in Chapter 7; or
4. The Student has been charged and found responsible for a prior Academic Misconduct offense.

Section III. Academic Integrity Board and Hearing Panels

1. AIB Composition

1. The AIB is composed of full-time faculty members, including the AIB Chair.
2. At least two faculty members 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 in each college.
3. The Provost or designee shall determine the minimum number of members of the AIB and shall appoint the Chair. The Senior Associate Provost shall appoint all other faculty members to the AIB.
4. The faculty members and the Chairperson shall be appointed for two-year staggered terms. All members of the AIB may be reappointed.

2. Hearing Panels

1. The Director shall appoint a Hearing Panel of two members of the AIB, and one student, to adjudicate a charge of Academic Misconduct through Formal Resolution.
2. One of the members of the Hearing Panel is designated by the Director or designee as the Convener to conduct the Hearing.
3. When the accused Student is a graduate Student, the Hearing Panel must include graduate faculty and a graduate Student Panel Member.
4. The Director shall assign Hearing Panel members on the basis of availability and impartiality in a particular case. Neither faculty member may be from the same academic department in which the alleged offense occurred.
5. When the appointed faculty members of the AIB are unable to serve on a particular case, the Director is authorized to appoint a faculty member from an appropriate department on an interim basis.
6. The Chair may not sit on a Hearing Panel.

3. Conflicts of Interest or Bias

1. The Student, Faculty, or Referring Party may challenge any member of the Hearing Panel on grounds of a bias or relationship that might affect impartial consideration of the case by that Panel member. The Student, Faculty, or Referring Party must submit the challenge in writing to the Director or designee at least two (2) Days prior to the scheduled Hearing. The Director must decide the challenge prior to the Hearing. If the Director determines possible bias, they will excuse the Hearing Panel member and appoint a replacement. The Hearing may be rescheduled at the discretion of the Director in order to appoint an available replacement.
2. Additionally, Hearing Panel members may recuse themselves if they believe there is a conflict with, bias about, or interest in the case.
3. The Director shall make the final decision whether to exclude any Hearing Panel member; this decision cannot be appealed. If a Hearing Panel member is excluded, the Director will select a new Panel member as a substitute.

Section III. Sanctions

When a Student admits to or is found responsible for Academic Misconduct, sanctions may be imposed as set forth in Chapter 8 of the Code.

Section IV. Appeals

A Student may appeal the Hearing Panel's determinations on responsibility and sanctions under a Formal Resolution pursuant to Chapter 9 below.

Chapter 8: Educational Sanctions

Sanctions for Academic Misconduct are intended to educate Students on the effects of their Academic Misconduct, encourage appropriate conduct in future academic exercises, and uphold the standards essential to maintaining the integrity of the academic community.

In all cases, a grade received based on sanctions imposed in an Informal Resolution, Facilitated Resolution, or Formal Resolution will not be replaced if the course is repeated. This provision is not subject to appeal or academic petition.

Section I. Sanctioning Options for Faculty Members (Informal Resolution)

Possible sanctions that may be imposed under an Informal Resolution are:

- A. **Written Warning.** Official documentation conveying to the Student that their behavior was unacceptable and that any future violation of the Code may result in more severe action, including Suspension, or Expulsion. It is the presumption that in any Academic Misconduct a written warning would be provided;
- B. **Resubmission of Academic Exercise** with or without grade penalty;
- C. **Reduced Academic Exercise Grade** including "F" if undergraduate Student and "U" for graduate Student;
- D. **Reduced Course Grade** including "F" if undergraduate Student and "U" for graduate Student; and/or
- E. **Educational Sanctions** to help Students learn from their decisions and reflect on what they want to get out of the University experience. [See examples.](#)

The maximum sanction that a Faculty Member or designee may assign using the [Informal Resolution form](#) is an "F" for an undergraduate assignment or course and a "U" for a graduate assignment or course. The sanctions under B-D above do not apply in a case in which an Academic Misconduct violation is not within the context of an academic course.

The Informal Resolution file will be kept for eight years in the [Dean of Students Office](#). A first offense Informal Resolution file is an internal University record and is not part of the Student's conduct record or academic transcript.

Section II. Sanctioning Options for Student Conduct Officer (Facilitated Resolution)

Possible sanctions that may be imposed under a Facilitated Resolution are the same as for an Informal Resolution, as well as any sanction available under a Formal Resolution other than expulsion or degree revocation.

Section III. Sanctioning Options for a Hearing Panel (Formal Resolution)

Possible sanctions that may be imposed by the Hearing Panel in a Formal Resolution are the same as for an Informal Resolution, in addition to one or more of the following, taking into consideration the Faculty Member's recommendations:

A. Suspension. Separation from the University for a period no less than the remainder of the current semester.

1. Suspension may be effective immediately or deferred until the end of the current semester.
2. A notation of Suspension shall be recorded on the Student's official University transcript maintained by the Registrar's Office.
3. The notation of Suspension shall be removed from the Student's transcript after they have completed the Suspension period. In the case of suspension for an indefinite period of time, the notation of Suspension shall be removed upon approval of the Director.
4. For cases in which an Academic Misconduct violation is not within the context of an academic course, Suspension from the University shall be for a minimum of one semester (or a longer designated period of time) following the semester in which the violation occurred. 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 Director.

B. Grade Reduction/Transcript Notation. The grade of "F" for an undergraduate Student or "U" for a graduate Student for the course with a notation of "X" on the academic transcript indicating that the notation is a result of Academic Misconduct.

1. If the Hearing Panel imposes this sanction, it will stipulate the exact minimum length of time the "X" notation shall remain on the academic transcript. When that time has elapsed, the "X" notation will be removed automatically by a request from the Dean of Students Office to the [University Registrar](#).
2. Students may not exclude a grade from GPA calculations for any course in which they have received a grade with an "X" notation. The conduct record will document the offense and sanction and will be maintained in accordance with the University's records retention schedule, which currently requires retention for a period of eight (8) years.

C. Expulsion. Permanent separation from the University.

1. Expulsion shall be effective immediately.
2. Expulsion precludes enrollment and matriculation at any University of North Carolina constituent institution.
3. A notation of Expulsion shall be recorded on the former Student's official University transcript maintained by the Registrar's Office.
4. A record of the Expulsion will be kept in the Student's conduct file permanently.
5. The former Student may petition the Chancellor to rescind the Expulsion no earlier than two (2) years after the effective date of the Expulsion. The Chancellor's conclusion shall be based on the former Student's petition and relevant documentation supporting or opposing the rescindment. If the Expulsion is rescinded, the Expulsion notation shall be removed from the former Student's transcript, and they are no longer precluded from enrollment and matriculation at any University of North Carolina constituent institution on the basis of the Expulsion.

D. Post-Enrollment and Post-Graduation Sanctions

A Student who has violated the Code, but who graduates from the University or ceases enrollment before imposition of a sanction is subject to:

1. Revocation of any degree awarded;
2. Temporary or permanent withholding of the diploma or transcript for any degree, regardless of whether the degree has been awarded; and/or
3. Having sanction(s) imposed as a condition of re-enrollment at the University.

Section IV. Compelling Factors

Compelling factors may be considered when determining sanctions and may include, but are not limited to:

1. Student's demonstration of insight about their behavior;
2. Nature and seriousness of the offense;
3. Injury or damage resulting from the Academic Misconduct;
4. Student's motivation, intent, and state of mind at the time of the incident;
5. Student's prior Academic Misconduct record; and
6. Student's attitude and demeanor subsequent to the violation.

Chapter 9: Appeals

A. Eligibility for Appeal

1. A Student may appeal the Hearing Panel's determinations on responsibility and sanctions under a Formal Resolution.
2. The Faculty Member bringing the charge of Academic Misconduct against a Student is bound by the Hearing Panel's determinations on responsibility and sanctions and is not permitted an appeal. If a grievance has arisen, the Faculty Member may address it under the appropriate grievance procedure.
3. A Student may not appeal an Informal Resolution or a Facilitated Resolution.

B. Grounds for Appeal

Grounds for appeal at any level of review are limited to:

1. violation of due process;
2. material procedural error;
3. sanctions inconsistent with charge.

It is not the purpose of the appeal process to provide for a new hearing at a higher administrative level.

C. Submission of Appeal

1. A Student who wishes to appeal the outcome of a Formal Resolution must submit a written brief in support of the appeal to the Director within **five** Days after the Notice of Outcome.
2. 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 information and arguments in support of such claims.
3. Failure to submit a written appeal will render the decision of the Hearing Panel final and conclusive.
4. Upon request, the University shall provide access to the case file to the accused Student for the purpose of preparing an appeal. The University shall redact any such copy to exclude confidential records regarding other Student(s), as appropriate.
5. If the written appeal has been timely filed, the Director shall deliver them with the record on appeal to the Provost.

D. Provost's Review

1. The Provost or his/her designate shall review the record and issue a written decision on the appeal. If the Provost designates another person to make the determination on appeal, that person's review and decisions shall be treated in all respects as if made by the Provost. 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 sanction recommended by the Hearing Panel; or
 - 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.

On remand, the new Hearing Panel's decision(s) on responsibility and sanctions to be imposed if any, shall be final and conclusive, except that the Student may appeal the Hearing Panel's decisions on remand to the Chancellor. Such appeal is permitted only by method and on the grounds specified in Section E below.

2. The Provost or designee shall send copies of the decision on the appeal to the Student, Faculty Member, Student Conduct & Academic Integrity, and Chair.
3. The decision of the Provost or designee or the decision of the Hearing Panel on remand shall be final and conclusive, and the sanction(s) will be imposed as directed. If the sanction is expulsion or revocation of degree, the Student may file a written signed letter of appeal to the Chancellor through the Director.

E. Chancellor's Review

1. If the Provost's decision on appeal or the Hearing Panel's decision on remand results in a sanction of expulsion or degree revocation, the Student may file a written signed letter of appeal to the Chancellor through the Director.
2. Such written appeal must be received by the Chancellor within **five** Days after the Student receives notice of the Provost's decision or the Hearing Panel's decision on remand.
3. 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 information and arguments in support of such claims.
4. Failure to submit a written appeal will render the Provost's decision on appeal or the Hearing Panel's decision on remand final and conclusive.
5. Upon request, the University shall provide access to the case file to the accused Student for the purpose of preparing an appeal. The University shall redact any such copy to exclude confidential records regarding other Student(s), as appropriate.
6. The decision of the Chancellor shall be final and conclusive, and the sanction(s) will be imposed as directed.

Chapter 10: Case Files and Conduct Records

A. Transcripts

1. Academic transcripts shall reflect sanctions as provided in Chapter 8 of the Code.
2. An Informal Resolution is an internal University record and is not part of the Student's conduct record or academic transcript.

B. Records Retention

1. The Academic Misconduct case file, including any audio recordings and/or transcripts of a Hearing, will be retained as part of the Student's conduct record for eight (8) years from the date of resolution. Conduct records may be retained for longer periods of time or permanently, as specified in the sanction(s) or if the sanction(s) is considered incomplete.
2. Conduct records including the sanction of Expulsion shall be retained for seventy-five (75) years. Conduct records including the sanction of Expulsion shall not be voided except under very rare circumstances with unusual and compelling justification.

C. Student Access to Records

Students may inspect and review their Academic Misconduct records in accordance with [University Policy 402, Student Education Records \(FERPA\)](#).

Date of origin: 3/97

Revised: 8/5/2019

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

I. Policy

The purpose of this Policy is to establish a uniform and clear procedure for mediating and settling cases involving contested final grades assigned in undergraduate and graduate courses. This 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.

II. Applicability and Grounds for Appeal

A. Applicability

This Policy applies only to final course grades. However, this Policy is not applicable to appeals of course grades that result from alleged violations of [University Policy 407, The Code of Student Academic Integrity](#); in such cases, the procedures set forth in the [Code of Academic Integrity](#) shall apply. A student alleging that the course grade assigned was based on arbitrary or impermissible grounds due to sexual harassment by the instructor should follow the procedures set forth in [University Policy 502](#) rather than those set forth here.

B. Grounds for Appeal

The basis of a course grade appeal must be an allegation that the grade was assigned based on arbitrary or impermissible grounds. Student disagreement with the assigned grade does not constitute a basis for review.

For purposes of this Policy, a course grade is deemed to have been assigned upon arbitrary or impermissible grounds if, by a preponderance of the evidence (more likely than not), a student establishes that:

1. The course grade was based upon the student's race, color, religion, sex, sexual orientation, actual or perceived gender identity, age, national origin, physical or mental disability, political affiliation, veteran status, and genetic information; 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.

C. Assignments, Tests, Projects, etc.

Individual elements (e.g., assignments, tests, activities, projects) that 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 providing all of the following conditions are met:

1. The student presents compelling evidence that one or more individual elements were graded on arbitrary or impermissible grounds (set forth in Section II.B); and
 2. Grounds can be established for determining a professionally sound grade for the appealed element(s); and
 3. The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member.
-

III. Procedures for Grade Review and Appeal

A course grade assigned in a manner consistent with University policies can be changed only by the instructor who assigned the grade. University administrators can direct a grade to be changed by the Registrar only when it is determined through this procedure that the instructor assigned the course grade based on arbitrary or impermissible grounds, as set forth in Section II.B of this Policy.

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. This inquiry should occur as soon as possible after the formal grade report is received and no later than five business days after the first day of classes of the next regular academic semester. (For grades that were received during fall semester, the next regular academic semester is spring semester. For grades that were received during spring semester or a summer session, the next regular academic semester is fall semester.) The instructor will then explain how the grade was determined and attempt to resolve any disagreement with the student.

If the student is unsuccessful at resolving the grade dispute and believes the grade was based on arbitrary or impermissible grounds (see Section II.B), the student should then follow the procedure in Step 2 to request an appeal of the course grade.

In the event that the instructor who assigned the grade is not available at the time of the appeal (e.g., instructor is on leave, overseas, or is no longer employed by the University), the grade review process will begin with *Step 2: Request for Appeal of Course Grade* below.

Step 2. Request for Appeal of Course Grade

If the student is unable to resolve the disagreement through consultation with the instructor, or if the instructor is unavailable (e.g., instructor is on leave, overseas, or is no longer employed by the University), the student may submit a written request for review of the course grade as follows:

Appeals must be submitted to the Chair of the academic department, Director of the academic program in which the course was taught, or designee^[1]. Written requests for review must be submitted within the first four weeks after the first day of class of the next regular academic semester. (For grades that were received during fall semester, the next regular academic semester is spring semester. For grades that were received during spring semester or a summer session, the next regular academic semester is fall semester.) Requests for review submitted after the deadline will be heard only in exceptional cases as determined by the

Academic Dean or the Dean's designee of the academic college in which the appealed course grade occurred.

To initiate a grade review, the student should forward a written request for review of a final course grade to Chair of the academic department or the Director of the academic program that taught the course, or to the appropriate chair or director designee.^[1] Students requesting a final course grade review assume the burden of proof. Therefore, the request for review must include:

1. A statement of the reasons the student believes the grade was based on arbitrary or impermissible grounds, as set forth in Section II.B of this Policy; and
2. The steps taken to resolve the disagreement over the assigned course grade (e.g., evidence of efforts to consult with the instructor); and
3. 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 based on arbitrary or impermissible grounds. Evidence might include papers, tests, syllabi, or written documentation from witnesses. The student must demonstrate that the instructor applied arbitrary 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. Students can obtain advice from the [Dean of Students](#) or the student's academic college on how to request a grade review.

CAUTION: Falsification or fabrication of information provided by the student may be subject to disciplinary action under University Policy 407, Code of Student Academic Integrity.

^[1] The academic program is determined by the course prefix. In the case of courses with a LBST (Liberal Studies) prefix, students should submit the appeal to the Chair of the academic department with which the instructor is affiliated.

Step 3. Mediation by Department Chair or Program Director

Within ten business days of receiving the "Request for Review," the Department Chair or Program Director or designee will attempt an informal resolution of the disagreement between the student and the instructor. The Chair or Program Director shall send written correspondence to the student notifying him or her of the resolution (or lack thereof). The correspondence shall include the rationale for the outcome and option for a next step in the process if appropriate. If the Chair or Director is unable to resolve the disagreement within ten business days, the Chair or Director shall forward the student's "Request for Review" to the Academic College Dean with a written statement of the Chair's or Director's understanding of the facts.

Step 4. Initial Review by Academic Dean

Within five business days of the request and statement of the Chair or Director, the Academic Dean or designee should invite the student and instructor to submit any supplemental written statements relevant to the case. The student and instructor shall have five business days to submit any supplemental statements to the Dean.

Within ten business days after receiving information from the Chair or Director, and any supplemental statements from the instructor and/or the student, if applicable, the Academic

Dean or designee will review the written request for review of a final course grade, the factual report of the Departmental Chair or interdisciplinary degree program Director, and any supplemental statements.

1. If the Academic 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 Academic Dean, within ten business days, shall appoint an ad hoc "Grade Review Committee" and shall deliver to the chair of the Committee the written request for review of a final course grade, the factual report of the Departmental Chair or interdisciplinary degree program Director, and any supplemental statements.
2. If the Academic Dean determines that the facts alleged by the student would not constitute a violation of this Policy, the Academic Dean may dismiss the grade review by informing the student in writing of his/her decision. The written correspondence shall include the rationale for the decision. The decision of the Academic Dean is final.

Step 5. Grade Review Committee

1. The ad hoc Grade Review Committee shall consist of three faculty members outside the department in which the grade was assigned who are appointed by the Academic Dean of the discipline or program in which the course was taught. One of these three faculty members shall be named by the Academic Dean to serve as chair of the Grade Review Committee.
2. The purpose of the Grade Review Committee is to determine whether the facts support the student's contention that the grade was based on arbitrary or impermissible grounds, as set forth in Section II.B 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.
3. Within ten business days from his/her appointment, the Committee Chair shall convene the Committee 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 Academic 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.
4. The student and the Department Chair or Program Director may each be accompanied by one support person if desired, but that person's role is limited to conferring with and advising the student or faculty member; the person is not permitted to argue or make statements on behalf of the individual.
5. The Committee may consider only such evidence as is provided by the Academic Dean and offered by the parties 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 based on arbitrary or impermissible grounds, as set forth in Section II.B of this Policy. All decisions of the Committee shall be made by majority vote.
6. The conduct of the review shall be under the control of the Committee Chair. Within ten business days from the conclusion of its hearing(s) on the matter, the Committee will provide a formal, written report to the Academic Dean. The Committee report must include the Committee's finding as to whether or not the grade assigned was based on arbitrary or impermissible grounds, as set forth in Section II.B of this Policy, and a rationale for that finding. If the Committee finds that the grade assigned was based on arbitrary or impermissible grounds, 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 course work.

Step 6. Review by the Academic Dean

1. Within ten business days after receiving the Committee's report and recommendations and other documentation assembled in the review, the Academic Dean or designee will make a final decision on the appeal, which s/he will then communicate in writing to the student, faculty member, and the Department Chair or interdisciplinary degree program Director.
2. The written communication to the student shall include the rationale for the decision. The decision of the Academic Dean is final.

IV. Roles and Responsibilities

A. Faculty Responsibility

1. 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.
2. 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, religion, sex, sexual orientation, actual or perceived gender identity, age, national origin, physical or mental disability, political affiliation, veteran status, and genetic information.
3. In the event that the instructor who assigned the grade is also a Department Chair or interdisciplinary degree program Director, the Academic Dean or designee shall do those things required by the Chair or Director in this Policy. In the event that the faculty member whose grade is being reviewed is also an Academic Dean, the Provost shall name an appropriate substitute to perform the functions of the Academic Dean as required by this Policy.

B. 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 this Policy, [University Policy 407, Code of Student Academic Integrity](#), [University Policy 406, Code of Student Responsibility](#), and other applicable policies.

Approved: April 16, 1998
Revised: August 5, 2019

Grade Replacement Policy (Starting Fall 2021)

Repeating Courses

A student may receive credit for a course one time only, unless the course description specifies that it "may be repeated for credit." However, subject to College or program restrictions, students can repeat a previously completed course to earn a higher grade. A student seeking to repeat a course for which they have already earned credit (earned a passing grade) must receive a Repeat Course Override. A Repeat Course Override requires approval of the student's advisor, department chair, and dean.

Grade Replacement will automatically be applied for the first two courses (maximum of 8 credit hours) repeated where the previous grade earned was a C or below. Under Grade Replacement, both grades earned for the course will be reflected on the transcript. However, only the higher of the two grades for the course will be used in GPA calculations. For any course repeated without Grade Replacement, the most recent grade earned will be used for prerequisite purposes and ALL GRADES earned for the course will be reflected on the transcript and will be used in overall GPA calculations.

Grade Replacement will not be applied to:

- Any course repeated where the previous grade was earned prior to Fall 2007
- Any course other than the first two courses repeated where the previous grade earned was a C or below
- Courses that may be repeated for credit, except for special topics courses where the student is enrolled in the same topic for which they originally received the grade to be replaced
- Courses for which the initial grade was received owing to an admitted or adjudicated academic dishonesty violation (*this exception is not subject to appeal or academic petition*)

For Grade Replacement to apply, the course to be repeated and the repeat course must have their grades assigned by UNC Charlotte. Grade Replacement will not be processed after a student graduates.

When the course being repeated is a course with an associated lab, the lecture and lab must be repeated concurrently to only consume one of the two allowable grade replacements.

If a student is repeating a course where Grade Replacement would have applied and the student withdraws from the course or from the University, the previous final course grade will be the grade of record for the course and not a W. Any such withdrawal still consumes one of the two grade replacements permitted under this policy. However, a course that is dropped before the end of the Add/Drop period or a course for which the student receives a WE (withdrawal with extenuating circumstances) does not consume one of the allotted replacements.

Students will be notified after the last day to add or drop a course for the term or half-term about any grade replacements in effect for that term or half-term. Students wishing to opt out of using a grade replacement must comply as instructed by the Office of the Registrar and by the withdrawal deadline for the term or half-term. They must similarly comply with the instructions provided and by the withdrawal deadline if they wish to apply grade replacement to a different course being repeated during the same term.

Note: Since credit hours can be awarded only once for a course, repeated courses can affect athletic eligibility, academic standing, veteran's benefits, and financial aid status.

For more information: [UNC Charlotte Undergraduate Catalog](#)

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Withdrawal and Cancellation of Enrollment Policy

Policy Statement

Students are expected to complete all courses for which they are registered at the close of the Add/Drop Period each semester. These courses will appear on the transcript, count as attempted hours, and except for withdrawals allowed under this policy, receive grades used in the GPA calculation. All types of termination, including withdrawal, withdrawal for extenuating circumstances, and Cancellation of Enrollment are subject to all financial aid and satisfactory academic progress rules.

Withdrawal without Extenuating Circumstances

Students are allowed opportunities to withdraw from classes and receive a grade of W, subjected to the following conditions:

1. Deadline: The deadline to withdraw from one or more courses (including withdrawing from all courses) is 60% of the way through the term. The precise date for each term will be published in the academic calendar. After this deadline, late withdrawal will only be allowed for approved extenuating circumstances.

2. Grade of W: A grade of W will be recorded for each withdrawal without extenuating circumstances. Courses marked W do not count in GPA calculations but do count in Tuition Surcharge calculations for undergraduate students and attempted hour calculations for all undergraduate and graduate students.

3. W-Limit Hours (Undergraduate Students Only): Undergraduate students may receive a grade of W for no more than 16 credit hours over their academic careers. Students may only withdraw from a course if they have enough remaining "W-limit hours," as shown in the following examples:

- A student has already received W grades for 14 credit hours and thus has only 2 W-limit hours left. The student may not withdraw from a 3-credit course, but could withdraw from a 1- or 2-credit course.
- Another student has 12 remaining W-limit hours and is currently taking five 3-credit courses. The student would like to withdraw from all courses but lacks approved extenuating circumstances, and thus must choose at least one course in which to stay enrolled.

Students who are unable to withdraw from a course but stop attending anyway must accept whatever grade the instructor assigns (most often an F) for their partial work.

Withdrawal with Extenuating Circumstances

Students who experience serious extenuating circumstances (personal or medical crisis or military deployment) may request a withdrawal for extenuating circumstances. The Dean of Students Office is responsible for developing and communicating standards and procedures in conjunction with the Colleges that govern these decisions (see UNC Charlotte Academic Procedure: Cancellation of Enrollment and Effects of Withdrawal from Courses). The student must submit the request during the term the crisis begins. If approved, a grade of WE will be recorded for each course. Courses marked WE do not count in GPA or Tuition Surcharge calculations, but do count in attempted hour calculations. If not approved, the student may appeal to the appropriate office (see UNC Charlotte Academic Procedure: Cancellation of Enrollment and Effects of Withdrawal from Courses).

Undergraduate Students Only: Undergraduate students who withdraw under approved extenuating circumstances will receive "WE" grades that do not count against their 16-hour limit.

Cancellation of Enrollment

A Cancellation of Enrollment results in removal of all enrollments from all courses for the term. Under Cancellation of Enrollment, courses do not appear on the transcript, count as attempted hours, or receive grades used in the GPA calculation.

Cancellation of Enrollment may occur at the approved request of a student, or through the removal of a student by the University for reasons that include but are not limited to: academic ineligibility, failure to pay tuition and fees, student conduct sanctions, documented emergency, or military deployment. A student may also choose to cancel his/her own enrollment prior to the first day of classes in accordance with UNC Charlotte Academic Procedure: Cancellation of Enrollment and Effects of Withdrawal from Courses.

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