



**ESHELMAN SCHOOL  
OF PHARMACY**

Home

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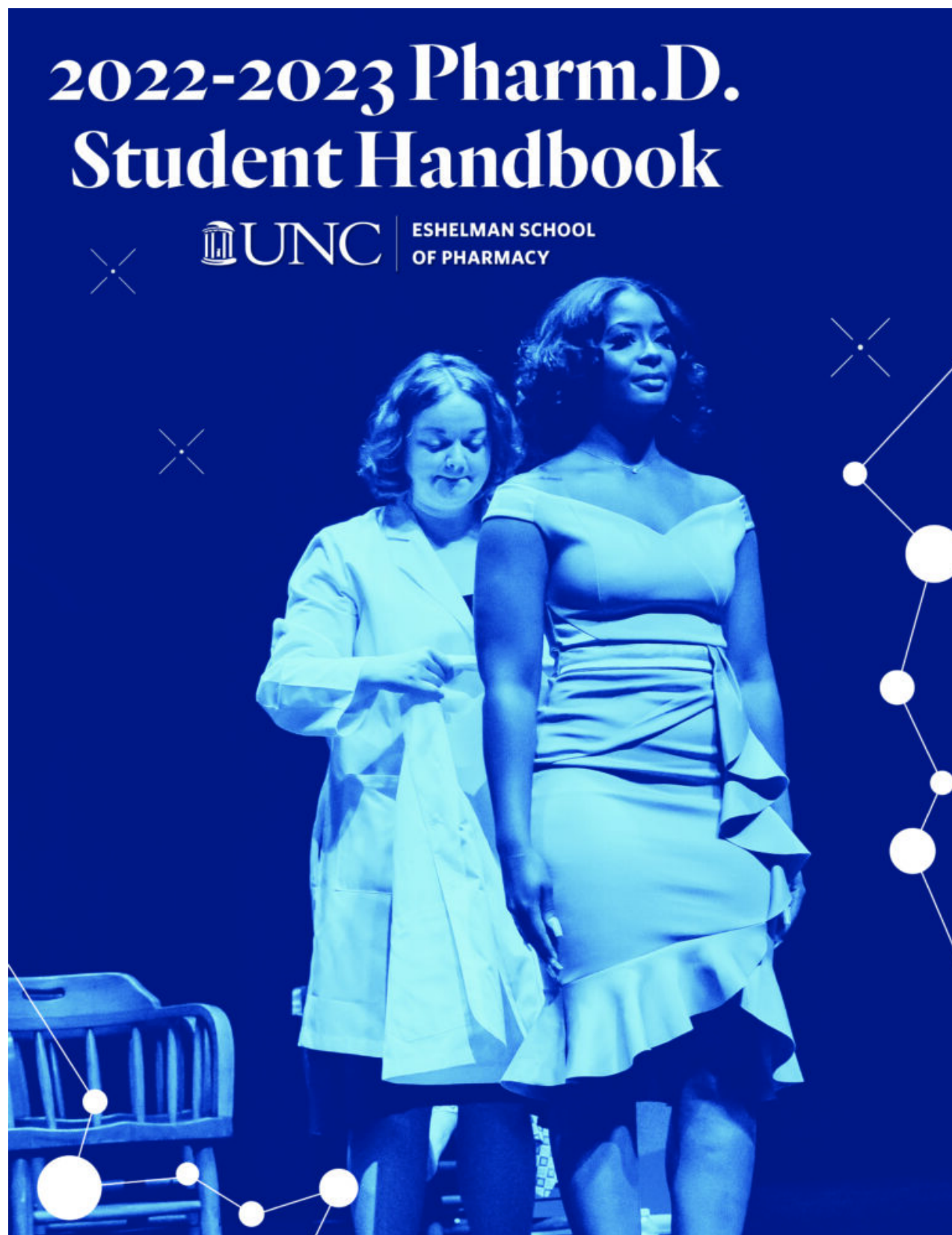
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## Introduction

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Welcome to the UNC Eshelman School of Pharmacy. We hope that your Doctor of Pharmacy experience at the School is positive, rewarding, and enriching. We expect the best from our students, and you can expect the best from us.

The profession of pharmacy plays a vital role in serving the healthcare needs of the people of the United States. Pharmacists are the most accessible members of the health care team and are authorities on drugs and drug therapies. With authority comes responsibility, and the goal of our School is to help you become a competent and responsible pharmacist.

This handbook is intended as a welcome to the UNC Eshelman School of Pharmacy for new students and as a source of information for the returning student body regarding major policies, procedures, and standards within the School. It informs you of our guiding philosophies and defines the rules that guide our actions. We ask for your cooperation by becoming familiar with the contents of the handbook.

As a Doctor of Pharmacy student, you join faculty and staff within our community of scholars. We all work together to produce an optimal learning environment both in and out of the classroom. The PharmD Student Handbook contains guidelines and protocols for ensuring clarity and accountability across our community. We hope that you will use this reference and benefit from it.

Please take a moment to read the School's vision, mission, and core values before continuing to the handbook.

At the UNC Eshelman School of Pharmacy, everything we do begins and ends with the patient in mind. We are reinventing the way students learn, discovering solutions for the world's most challenging health issues and revolutionizing the way pharmacists deliver

patient care.

We invite you to join us in

*Advancing medicine for life*

**Beyond: UNC Eshelman School of Pharmacy Strategic Plan for 2021-2024**

*Beyond* Rankings

*Beyond* Borders

*Beyond* Classrooms

*Beyond* Labs

*Beyond* Excellence

*Disclaimer: The UNC Eshelman School of Pharmacy designs this Student Handbook to be as current as possible; however, the policies and other information contained in this handbook are subject to change at any time. The official Student Handbook is maintained by the Office of Student Affairs. In the event of any discrepancy between the online policies and the official Student Handbook, then the language in the official version shall control.*



## School Vision

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To be the global leader in pharmacy and pharmaceutical sciences.



## School Mission

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Preparing leaders and innovators to solve the world's most pressing health care challenges.



## Our Values

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### **WE CARE**

Welcoming, Equity, Commitment, Accountability, Respect, and Excellence

#### **Welcoming**

Creating an environment of inclusion and belonging

#### **Equity**

Opportunity for all

#### **Commitment**

Relentless passion for impact to society

#### **Accountability**

Ownership and responsibility

#### **Respect**

Appreciate and value others

#### **Excellence**

Pre-eminence in everything we do



## Policy on Prohibited Harassment and Discrimination

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The University's Policy on Prohibited Harassment and Discrimination, "is about providing a safe and equitable campus community. The following behaviors are prohibited: discrimination and harassment based on any protected status, sexual assault or sexual violence, sexual exploitation, interpersonal (relationship) violence, stalking, complicity for knowingly aiding in acts of prohibited conduct, and retaliation. The Policy covers a broad range of conduct because any of these behaviors can impact the ability of campus community members to live, learn and work successfully and comfortably."

Students who want additional information regarding the policy, to make a report, request accommodations, and/or learn more about the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity and Compliance Office (EOC) for assistance.

Any administrator or supervisor, including a department chair, associate dean or other administrator or staff, who receives a student's complaint about prohibited harassment or discrimination must notify the Equal Opportunity and Compliance Office within five (5) calendar days of receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an academic appeal, an investigation of the student's claim must be performed under the direction of the Equal Opportunity and Compliance Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student's academic appeal.





## FERPA

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As a general rule, under the federal Family Educational Rights and Privacy Act (*FERPA*), personally identifiable information may not be released from a student's education records without the student's prior written consent.

Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of the University of North Carolina at Chapel Hill.

[FERPA Policy](#)

[Creating Required FERPA PIN](#)

[FERPA Release Exceptions](#)



## Technical Standards

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Technical standards represent the personal attributes and capabilities essential for admission, progression, and graduation in the Doctor of Pharmacy program. In order to be admitted, to successfully progress, and to be approved for graduation, applicants for admission and current students must demonstrate the qualifications described below. Students who are unable to meet the standards will be referred to the Scholastic Achievement and Progression Committee for review. The Committee will determine if the student should be sanctioned or dismissed from the PharmD program.

### Academic Achievement and Proficiency Standards

Earning a Doctor of Pharmacy (PharmD) degree from The UNC Eshelman School of Pharmacy at The University of North Carolina at Chapel Hill requires the following academic standards:

**Mastery of a coherent body of knowledge and skills.** A pharmacy student must acquire substantial competence in the necessary knowledge and application of that knowledge in their professional practice.

**Intellectual skills that allow the student to master the broad and complex body of knowledge that comprises a pharmacy education.** This involves the assimilation of existing knowledge from a wide variety of sources and its application to professional practice. It also involves the synthesis of new knowledge through reasoning and the ability to think critically.

**An approach to learning that is effective and efficient.** The goal will be to solve difficult problems and make recommendations for therapeutic decisions. A pharmacy student must be able to memorize, describe mechanisms of drug action and clearance, perform scientific measurement and calculation, and ultimately critically evaluate biomedical literature.

**Reasoning abilities must be sophisticated enough to analyze and synthesize information from a wide variety of sources.** Pharmacy students must be able to gather data, develop a plan of action, establish priorities, and monitor treatment plans and modalities.

**Ability to learn effectively through a variety of modalities.** Modalities including, but not limited to classroom instruction, small group discussion/projects, individual study of materials, preparation and presentation of written and oral reports, and use of computer-based technology.

**Ability to relate appropriately to patients, health care professionals, and to other ancillary personnel.** Combinations of cognitive, affective, psychomotor, physical, and social abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the PharmD degree requirements, but they are also necessary to ensure the health and safety of patients, fellow students, faculty, and other health care providers.

## **Non-Academic Standards**

In addition to the academic achievement and proficiency requirements as stated above, the following technical standards describe non-academic qualifications that are essential for successful completion of the educational objectives of the PharmD curriculum. Non-academic qualifications of a PharmD Candidate include the attitudinal, behavioral, interpersonal, and emotional attributes required to successfully practice pharmacy.

### **Attitudinal, Behavioral, Interpersonal, and Emotional Attributes**

Because the pharmacy profession is governed by ethical principles and by state and federal laws, a pharmacy student must have the capacity to learn and understand these values and laws and to perform within their guidelines.

Students must be able to:

- Relate to colleagues, staff and patients with honesty, integrity, non-discrimination, self-sacrifice, and dedication.
- Understand and use the power, special privileges, and trust inherent in the patient-provider relationship for the patient's benefit and to know and to avoid the behaviors that constitute misuse of this power.
- Understand and comply with all policies and procedures related to Protected Health Information.
- Demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define pharmacy and the pharmacist's role and to reason critically about these questions.
- Identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making.
- Exhibit sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to complete patient care responsibilities promptly, and to relate to patients, families, and colleagues with courtesy, compassion, maturity, and respect for their dignity.
- Participate collaboratively and flexibly as a professional team member.
- Display emotional health despite stressful working conditions, changing environments, and clinical uncertainties.
- Modify behavior in response to constructive criticism.
- Examine personal attitudes, perceptions, and stereotypes, which may negatively affect patient care and/or professional relationships.
- Exhibit behavior and intellectual functioning which does not differ from acceptable standards. An individual with a diagnosed mental health condition may function as a pharmacy student as long as the condition is managed sufficiently to allow accomplishment of the above goals with or without reasonable accommodation. In the event of deteriorating emotional function, it is essential that a pharmacy student be willing to acknowledge the occurrence and/or accept professional help before the condition poses danger to self, patients, and/or colleagues.
- Possess the physical and emotional stamina to maintain a high level of function in the face of stressful working conditions. The study and ongoing practice of pharmacy may involve taxing workloads, competing obligations, and stressful situations.

- Be able to ask questions, to receive answers in an insightful manner, to record information about patients and to advise patients and other health care professionals.
- Communicate effectively and efficiently with patients, their families, and with other members of the health care team. This must include spoken communications and non-verbal communications such as interpretation of facial expressions, affects, and body language. Mastery of both written and spoken English is required although applications from students with hearing and speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communications aide may be appropriate if this intermediary functions only as an information conduit and does not provide integrative or interpretive functions.
- Possess sufficient visual, auditory, tactile, and motor abilities to allow the student to gather data from written reference material, from oral presentations, by observing demonstrations and experiments, by studying various types of medical illustrations, by observing a patient and the patient's environment, by observing clinical procedures performed by others, and by reading digital or analog representations of physiologic phenomena.
- Possess sufficient visual, auditory, tactile, and motor abilities to prepare medication dosage forms, administer medications to patients, and perform a basic physical examination of a patient.

*\*Reasonable accommodation* means services provided to individuals with disabilities, medical conditions or temporary injury/condition that remove or lessen the effect of disability-related barriers. Examples include providing sign language interpreters, furnishing written materials in large print, and making a facility or event physically accessible. Some individuals with disabilities may need reasonable accommodations to meet the School's Technical Standards, while others may not.



## Accessibility Resources

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Students who seek reasonable accommodations *for a disability, medical condition or temporary injury/condition* must contact the Associate Director, Professional Program, Office of Student Affairs for guidance on how to access the services of the UNC's Office of Accessibility Resources & Service. The University office (ARS) will determine a student's eligibility for and recommend appropriate accommodations and services.

Note: The UNC Eshelman School of Pharmacy at The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity, or gender expression.



## General Information

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3. Procedures for Review by the UNC Eshelman School of Pharmacy.



## Office of Student Affairs

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The Office of Student Affairs (OSA) is located in Beard Hall, Room 109.

OSA complements the School's academic enterprise by providing consistent, holistic, student-centered services and experiences from recruitment matriculation through commencement. This support beyond the classroom fosters development of professional and graduate students through targeted advising, mentoring, co-curricular experiences, engagement, and professional development programming.

The Associate Director, Professional Programs (didactic in Chapel Hill), the Director of Experiential, Student and Career Services (immersion and advanced immersion experiences), and the Associate Director, Asheville (didactic in Asheville) are the first lines of support for Doctor of Pharmacy students. They can assist students by identifying and connecting to campus support resources, including both academic and non-academic issues, and providing guidance for those seeking academic accommodations related to a disability or accessibility issue. At any point, students should feel comfortable to utilize them as a resource and advocate for any reason. Serving as the advisor for the PharmD Student Senate, the Associate Director serves as the main point of contact for student organization needs and questions as well.



## Reporting Feedback, Concerns and/or Complaints

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1. General Feedback
2. Program, Accreditation, or Curriculum Concerns
3. Course Specific Concerns



## General Feedback

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Meaningful feedback from PharmD students is valued by the School's administration in producing an optimal learning environment and experience. The School embraces an "open door policy" in regards to gathering student thoughts and input. General PharmD program feedback is collected in a variety of ways:

- Contacting the class president and/or Asheville representative
- Contacting the Associate Director, Professional Program in OSA for matters relating to the professional program, both didactic and co-curriculum
- Contacting the Director of Experiential Student and Career Services for immersion or advanced immersion experiences
- Contacting the Associate Director, Asheville for matters relating to the Asheville campus experience
- Monthly student leader meetings with School leadership
- Monthly student leader "dinner with the dean"
- End of course surveys
- Annual end-of-year student survey

Feedback is discussed across various functional units at the School and information is shared and change is installed as appropriate.



## Program, Accreditation or Curriculum Concerns

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General programmatic or curriculum concerns, such as registration issues, facilities, safety, student governance, school policy/protocol, etc. may be addressed by emailing or visiting with the Director of Student Affairs within OSA. Requests for confidentiality shall be respected to the extent that any such information is not necessary for the resolution of the complaint. If the issue is not satisfactorily resolved, OSA will provide the process in which to engage in next steps.

Should a student have concerns that the school is not in compliance with ACPE accreditation standards, the student should file a complaint through the outlined process here: <https://www.acpe-accredit.org/complaints/>. ACPE will review the written complaint and forward it to the School for review and response. With a full set of information, ACPE will render a course of action related to the complaint.



## Course Specific Concerns

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Any concerns about specific courses should be directly addressed to the course director identified in the course syllabus. All grading issues are solely managed by the course director. Students are encouraged to communicate concerns with faculty on an ongoing basis. Additionally, students are asked to provide suggestions for improvement as part of the course evaluation process. Any concerns, outside of grading, that cannot be resolved with the course director of record should be directed to the Associate Director, PharmD Professional Program for mediation.



## School Website

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The School's website is [Pharmacy.unc.edu](https://pharmacy.unc.edu) and serves as a useful repository of information related to the PharmD experience. School news, student activities, faculty biographies and a variety of useful links are located here.



## 1+3 Program

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As one school of pharmacy with two campuses – Chapel Hill and Asheville – students can complete the PharmD program in either of these amazing locations, depending on their preferences and career goals. Each campus offers a distinct but comparable experience.

All incoming students are admitted to the Chapel Hill campus and over the first semester, will learn more about both campuses and their distinct offerings. In the fall of the PY1 year, students are asked to indicate campus preference for their PY2 year and beyond. While the School of Pharmacy will try to place students in their first campus choice, there is no guarantee that this will be granted. The Asheville campus is limited to 30 students. All students, regardless of campus, receive their degree from the UNC Eshelman School of Pharmacy. More information about the 1+3 Program is available [here](https://pharmdstudenthandbook.web.unc.edu/1-3-program/).





## Hours of Operation

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- Chapel Hill Campus: Beard Hall and Kerr Hall are open from 7:00 a.m. to 7:00 p.m. Monday through Thursday and are open 7:00 a.m. to 6:00 p.m. on Fridays. All buildings are closed on the weekends save for special events. Students have access to buildings after hours and on weekends via their UNC
- Asheville Campus: Karpen Hall is open 7:00 m. to 8:00 p.m. Monday through Friday and 8:00 a.m. to 5:00 p.m. on weekends. Students have access to buildings after hours by contacting security and showing their UNCA One Card.
- Generally, School offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.



## Financial Aid and School Based Scholarships

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The School partners closely with the UNC Office of Scholarships and Student Aid to provide pertinent information related to funding PharmD study. The types of student aid available include both student loans and School-based scholarships.

For questions specific to financial aid packages, please contact the [UNC Office of Scholarship and Student Aid](#).

For general questions regarding financial aid, please visit or contact the School of Pharmacy's Registrar and Curriculum Manager in the Office of Student Affairs, Beard Hall 109.

The School has worked to increase financial aid funding to students in the form of need and merit-based School scholarships. All returning students have the opportunity to apply for over \$900,000 in School-sponsored scholarships each year with scholarships ranging from \$1,000 to \$24,000 with an average of \$5,000. A competitive application process is overseen by the UNC Eshelman School of Pharmacy Foundation. An online application utilizes a holistic rubric to objectively evaluate applications (e.g., professional development, participation in scholarly endeavors, impact, commitment to school and community, self-awareness) and to make awards based on donor intent.



## Health Insurance

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Health insurance is required for all enrolled students – either through a private insurance plan or through the Student Blue Health Insurance plan provided by the university. **Proof of health insurance is reviewed and maintained each semester by University Campus Health.** Please click here for further information regarding Student Blue Health Insurance.



## Campus Health Services

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All current students have access to a full range of health services regardless of home campus.

Chapel Hill services can be found [here](#).

Asheville services can be found [here](#).



## UNC One Card and ONYEN

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The UNC One Card is the official identification card for students, faculty, and staff of the University of North Carolina at Chapel Hill. It also provides access to certain facilities/services and serves as the student's library card. The UNC One Card also acts as a stored-value card and allows the cardholder to initiate financial transactions at an increasing number of campus locations, including: Carolina Dining Services, UNC Student Stores, snack units, photocopy machines, and laser printers in the UNC Libraries, and certain food/beverage vending machines. For further information and/or replacement cards, please visit: <https://onecard.unc.edu/>.

Each student is assigned a unique login called an ONYEN ("the Only Name You'll Ever Need"). The ONYEN is UNC's campus wide identifier students use to gain access to various electronic resources on campus as well as access to buildings after hours.

Students that complete their program on the Asheville Campus will also be issued an UNCA One Card.



## Pharmacy Classroom Food and Drink Policy

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- Food and drink are welcome in School common areas and classroom/conference rooms that do not have VTC technology installed as well as all outdoor common areas.
- No food or drink will be allowed in classrooms or conference rooms with VTC technology installed without prior permission for the School's Educational Technology team.
- Water in a closed container may be taken into any classroom.



## Smoking Policy

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The University of North Carolina at Chapel Hill campus is smoke free.

The University of North Carolina Asheville campus smoking policy can be viewed [here](#).



## Room Reservation Policy

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Rooms are generally available except when classes or labs are meeting. If you would like to reserve a room for a student organization, contact the Student Senate Secretary. All other requests may be made by visiting this [site](#) where you can view room availability and request a reservation.





## After Hours Access to Pharmacy Facilities

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Because a pharmacy student's day doesn't always end by 5:00 p.m., students may need access to buildings at night or on weekends. Chapel Hill based students can enter Kerr/Beard Halls using their One Cards. Asheville based students can gain after-hours access to Karpen Hall by contacting UNCA campus security.

Students are responsible for other people they let into the building. Doors should never be propped open for someone. Remember to take precautions at night and try to leave with someone else and keep a watchful eye.



## Pet Policy

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Pets are not allowed in any of the buildings during or after business hours except for service animals. If you have a service animal, please visit the Associate Director, PharmD program, in the Office of Student Affairs to seek the appropriate accommodations.



## Campus Security and The Clery Act Report

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In 1990, the U.S. Congress enacted the *Crime Awareness and Campus Security Act*, which requires postsecondary institutions to disclose campus crime statistics and security information. The act was renamed the *Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act* in 1998 in memory of a student who was slain in her dorm room in 1986.

The *Clery Act*, <https://police.unc.edu/clery/>, requires higher education institutions to give timely warnings of crimes that represent a threat to the safety of students or employees, and to make public their campus security policies. It also requires that crime data is collected, reported, and disseminated to the campus community and is also submitted to the U.S. Department of Education. The act is intended to provide students and their families, as higher education consumers, with accurate, complete, and timely information about safety on campus so they can make informed decisions.

The UNC Asheville [campus security report can be viewed here](#).

The UNC Chapel Hill [campus security report can be viewed here](#).



## UNC Health Sciences Library

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Doctor of Pharmacy students have access to hundreds of databases, online books, and journals via the [UNC Health Sciences Library's Web site](#). Your Onyen account will allow you to access these resources when you are not on the UNC Chapel Hill campus. When you are on campus, you do not need to login in via Onyen to access resources.

The Health Sciences Library provides on- and off-campus access to thousands of resources, such as:

[Databases](#)

[Journals, Books, Streaming Media, Guides & Special Collections](#)

Librarians are available to help you with searching databases, managing your citations, creating multimedia projects, and with any other question you may have about research. Rebecca Carlson is the pharmacy librarian liaison at the HSL and holds office hours in the Office of Student Affairs, Beard 109.

The HSL provides special services for distance education students, including students on immersion or advanced immersion experiences. Asheville based students may also visit the [Ramsey Library](#).



## Notary Public

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There are several notaries public located in the School who can notarize documents free of charge. Please visit the Office of Student Affairs to have documents notarized.



## Copies and Printing

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A copier is available at the Health Sciences Library in Chapel Hill. At UNC-Chapel Hill, payments must be made with UNC One Cards. Asheville based students may use any copier on the UNCA campus having closest access in the main Karpen Hall lobby and outside of Karpen Hall 011. Payments may be made with UNCA One Cards.

Printing stations are located across both campuses. Students are provided a printing quota each term. Any printing made in excess of this quota requires additional payment.



## Nearby Eateries

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- [Chapel Hill](#)
- [Asheville](#)



## Inclement Weather Policy (Didactic)

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Occasionally, inclement weather impacts the School's ability to hold in person regularly scheduled classes on one or both of our campuses. To learn more about the UNC ESOP Inclement Weather Policy, please click [here](#). It is important to note that the professional schools at UNC Chapel Hill with satellite campuses do not necessarily follow the same academic calendar as the undergraduate and graduate programs. Therefore, there will be times when the School will need to make independent decisions regarding inclement weather plans and our top priority will always be the safety of our students, staff and faculty.





## Inclement Weather Policy (Experiential)

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This policy is intended to provide guiding principles for managing Immersion and Advanced Immersion Experiences during an inclement weather event. Student safety is the primary concern. The School will continue to monitor campus closures and travel recommendations provided by national, state, and local authorities. In some circumstances, this may require cancellation of Immersion and Advanced Immersion Experiences for a given region(s) to ensure student safety. In these instances, the ultimate decision regarding cancellation of Immersion and Advanced Immersion Experiences is at the sole discretion of the UNC Eshelman School of Pharmacy. The Office of Experiential Programs will communicate cancellation of these experiences with impacted faculty, preceptors, and student pharmacists.

In the event of an adverse weather event that does not warrant the School cancelling an experience, student pharmacists should contact their preceptor and follow the instructions of their preceptor in accordance with the site's policies. If a student pharmacist does not feel that it is safe to travel to the site, the preceptor should allow them to make up the time missed. If there is a concern about the preceptor's instructions, student pharmacists should contact Sarah Pankracij, Associate Director of Experiential Student and Career Services at [sarahsq@unc.edu](mailto:sarahsq@unc.edu)



## Controlled Substances

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The following conditions are prohibited while enrolled at UNC, on immersion experiences, or otherwise engaged in UNC Eshelman School of Pharmacy business, on or off the UNC ESOP premises:

- The illegal use, abuse, possession, manufacture, dispensation, distribution of, or impairment by Controlled Substances\* or Restricted Substances\*.

UNC ESOP students may be required to undergo screening for Controlled Substance and/or Restricted Substances under the following conditions:

- Reasonable suspicion that a substance abuse problem exists
- Drug screen required by clinical immersion site, prior to rotation
- Reasonable suspicion that a student is under the influence of a Controlled Substance or a Restricted Substance.

In the case of a confirmed test result, the student may be referred for further assessment and/or counseling. Students will be expected to incur any associated costs for additional assessments and/or counseling. Furthermore, the student will be referred to the UNC Eshelman School of Pharmacy Scholastic Achievement and Progressions Committee and may be subject to dismissal.

\**Controlled Substances* include, but are not limited to marijuana, opiates, amphetamines, barbiturates, heroin, and similar drugs whose possession and use are prohibited under state or federal law; so-called “designer drugs,” “look-alikes,” synthetic drugs, and similar substances.

\**Restricted Substances* are prescription drugs, unless validly prescribed by a student’s physician and used as prescribed, and other substances whose use may be abused although they are available legally (such as alcohol, cough syrup and other over-the-counter medications), and substances not intended for human consumption (such as glue).



## Criminal History Check

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1. Introduction and Purpose
2. Applicability to Applicants and Students
3. Procedures for Review by the UNC Eshelman School of Pharmacy.



## Introduction and Purpose

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The American Association of Colleges of Pharmacy (AACP) recommends that schools of pharmacy obtain a criminal history check for students admitted to Doctor of Pharmacy programs. Criminal history checks are, in some circumstances, required by UNC System policy and are also standard for many health care facilities. The practice of performing a criminal history check helps protect the safety and well-being of the University community and patients, and it allows schools to ensure that students are able to complete their studies. It is therefore the policy of the UNC Eshelman School of Pharmacy, Doctor of Pharmacy Program (PharmD) to obtain a criminal history check for every applicant who is admitted to the program.



## Applicability to Applicants and Students

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### Program Applicants

- Applicants to the Program will be notified of the criminal history check requirement as a part of the admissions
- All offers of admission to the Program will be contingent upon the results of the criminal history
- When applicants are offered admission to the UNC Eshelman School of Pharmacy and notify the School that they intend to enroll in the PharmD program, they will receive an email from the Program's third party screening organization. The email will be sent to the address that the applicant specified in his or her PharmCAS application. The message will contain a link to an online form that the applicant will use to provide basic identifying information and consent for the criminal history check to be
- When the criminal history check has been completed, the applicant will receive an email requesting that he or she review the report. The applicant will have ten calendar days to review the report and dispute its accuracy before it is made available to the UNC Eshelman School of Pharmacy. If the applicant does not review the report within the specified ten days, it will be distributed to the School after the ten calendar days has elapsed.
- Fees for the individual background checks are included in the PharmCAS. This fee is nonrefundable.
- Students should consult with the PharmCAS website ([pharmcas.org](https://pharmcas.org)) for more details about the criminal history check procedures.

### Enrolled PharmD Students

- Some pharmacy practice sites may also require additional or alternate background screening to meet a specific timeline and/or satisfy state or federal laws. As a result of this, affected students (PY4/advanced immersion as well as rising PY2 and PY3 immersion) may be required to complete further checks as part of their immersion
- Students that take a semester or longer leave of absence from the Program for any reason must submit to a new criminal history check before they can return to the
- Fees for the background checks must be remitted by the student directly to the agency performing the This fee is nonrefundable.
- Students are required to provide practice experience sites with a copy of their criminal history check results upon request by the practice
- If at any point during enrollment a student is charged with or convicted of any criminal act that may or not have been on a previous criminal background check, that student should contact the Director of Student Affairs immediately to self-disclose. Failure to self-disclose could lead to an honor court violation as well as referral to the Progressions Committee.



## Procedures for Review by the UNC Eshelman School of Pharmacy

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Program Applicants will be notified in writing by the Office of Recruitment and Admissions and Enrolled PharmD Students will be notified in writing by the Office of Student Affairs or the Office of Experiential Education if their background check reports any offenses beyond minor traffic violations.

- Program Applicants and Enrolled PharmD Students will have ten calendar days after receipt of notification to submit an explanatory statement. If a statement is not received within this ten-day period, the process will continue without consideration of an explanatory statement.
- The Doctor of Pharmacy Criminal History Check Committee, composed of faculty and staff from the Office of Student Affairs, the Office of Recruitment and Admissions, the Office of Professional Education, and the Office of Experiential Programs and Interprofessional Education, will review these reports and statements.
- The Criminal History Check Committee shall notify individuals of its decision, in writing, within thirty calendar days of the submission of the explanatory

Program Applicants



- The Committee may rescind an offer of admission to the Program if an applicant's criminal history check reveals that the applicant has committed a serious offense. Serious offenses include, but are not limited to, felonies, drug offenses, forgery, assault, abuse, and
- All determinations of eligibility or disqualification will be made considering each individual case (i.e., no single type of offense will be used as an automatic rescission of acceptance or reason for dismissal).
- The Dean of the UNC Eshelman School of Pharmacy shall have the sole authority to rule on any appeals by Program Applicants regarding the decisions made by the Criminal History Check Committee. A decision of the Committee may be appealed in writing by the applicant, if done so within 5 business days of the receipt of the letter notifying them of the The written appeal should be addressed and delivered to the Dean of the UNC Eshelman School of Pharmacy.

### Enrolled PharmD Students

- If at any point while enrolled in the program a criminal history check reveals a serious offense, the Committee may refer the student to the Honor Court System, when appropriate, or refer the student to the School's Scholastic Achievement and Progression Committee in cases where the University's Honor Code is inapplicable.
- Pharmacy practice experience sites have the discretion to deny a request for a student to be placed at that site based on the results of a criminal history check. This discretion is independent of any decision made by the Criminal History Check. The student shall provide the background check and his or her explanatory statement to the facility upon request.



## Academics

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1. [PharmD Curriculum Overview](#)
  1. [Curriculum Programs](#)
  2. [Academic Calendar](#)
  3. [Course Schedules](#)



## PharmD Curriculum Overview

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At the UNC Eshelman School of Pharmacy students engage in our curriculum, “The Eshelman Advantage”. Students learn fundamental concepts before class and are challenged to apply and extend those concepts in the classroom. Students are encouraged to develop leadership skills and experience with increased emphasis on inquiry, research, and problem-solving. Immersion in patient care in the experiential setting begins immediately after the first year and occurs continually through years two, three, and the entire fourth year.

[Read here to learn more about:](#)

The Eshelman Advantage

The Curriculum Guide

Co-curricular Experiences

Immersion Experiences

Student Life

[Read here to learn more about:](#)

Academic Calendar

Course Schedules

Curricular information on the following can be found by clicking the links below:

[Interprofessional Education & Practice Scholars Program](#)

[Rural Pharmacy Health Certificate Program](#)

[Research and Scholarship in Pharmacy \(RASP\)](#)

[Ambulatory Care Program](#)

[Dual Degree Programs \(PharmD/MBA and PharmD/MPH\)](#)

[Global Pharmacy Scholars Program](#)



## Curriculum

In May 2019, the School graduated the inaugural class of students in our new, transformative Doctor of Pharmacy curriculum. With the new curriculum, students learn fundamental concepts before class and are challenged to apply and extend those concepts in the classroom. Immersion in patient care in the experiential setting begins immediately after the first year and occurs continually through years two, three, and the entire fourth year. Students also have more opportunities to develop leadership skills and experience with increased emphasis on inquiry, research, innovation, and problem-solving.



## Curriculum and Student Experiences

[Curriculum Overview](#)

[Specialized Learning Pathways](#)

[Immersion Experiences](#)

### Curriculum Overview

#### Year One: Foundations of Pharmacy

- Introduces you to the foundational pharmaceutical sciences, which are the building blocks of pharmacy
- Gives you the solid foundation you'll need to start working with patients and health-care professionals

#### Years Two and Three: Immersion in Patient Care and Engagement in Inquiry and Innovation

- Early experiences in the real-world practice of pharmacy followed by reflection and discussion
- Small-group and large-classroom experiences to further learning, professional development, and career-path exploration
- Immersion begins the summer after the first year.

#### Year Four: Advanced and Elective Pharmacy Practice Experiences

- Numerous advanced patient-care and elective rotations
- Opportunities for you to mature your approach to pharmacy practice and to define your career path

### Specialized Learning Pathways

Students have the option to elect specialized pathways of learning:

- **Research and Scholarship in Pharmacy (RASP)** is a longitudinal, selective pathway within the Doctor of Pharmacy elective curriculum that is built around a **mentored, in-depth, scholarly project** where each student will (1) frame an answerable question with a faculty mentor, (2) generate and interpret relevant data, and (3) communicate their findings in an oral and written form. This experience could include hypothesis-driven research (e.g., preclinical, translational, clinical, epidemiologic, health services, educational) or non-hypothesis driven research (e.g., method development and validation, quality improvement).
- The **Rural Pharmacy Health Certificate** is a focused program of study that prepares student pharmacists for collaborative, inter-professional practices that serve the health care needs of rural and small communities. This program is offered on the Asheville campus as part of the School's commitment to increasing the number of pharmacists practicing in rural, Western North Carolina.
- Our **Global Pharmacy Scholars** program sends more than 50 students annually to one of nine international locations for a one-month Advanced Pharmacy Practice Experience rotation. Students are exposed to different health care systems, cultures, and may participate in research initiatives with other academic institutions and organizations at select sites.

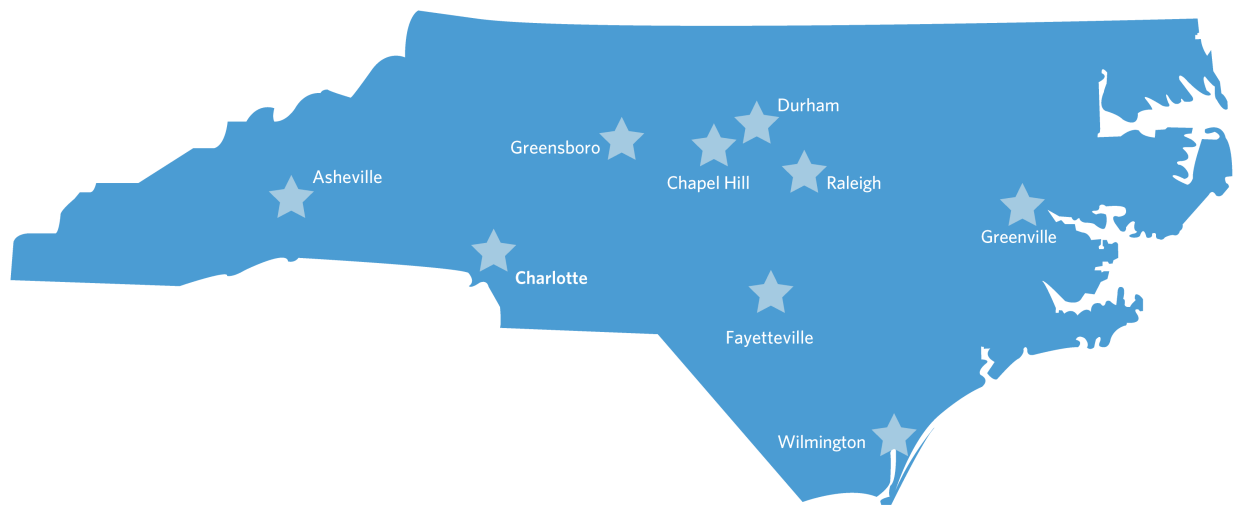
## Immersion Experiences

We believe talented pharmacists are developed through practice. This is why our students complete over 50% of their curriculum (2,400 hours) in real-world pharmacy settings around the state of North Carolina and nationwide with world-class healthcare institutions and clinically advanced pharmacies. We provide future pharmacists with unprecedented experience in:

- Collaboration with nationally renowned physicians and healthcare teams
- Patient education and training in a variety of practice settings
- Holistic and culturally competent direct patient care
- Communication skills development

## Experiential Education Regional Hubs

Health Systems | Community Pharmacies | Direct Patient Care Practices

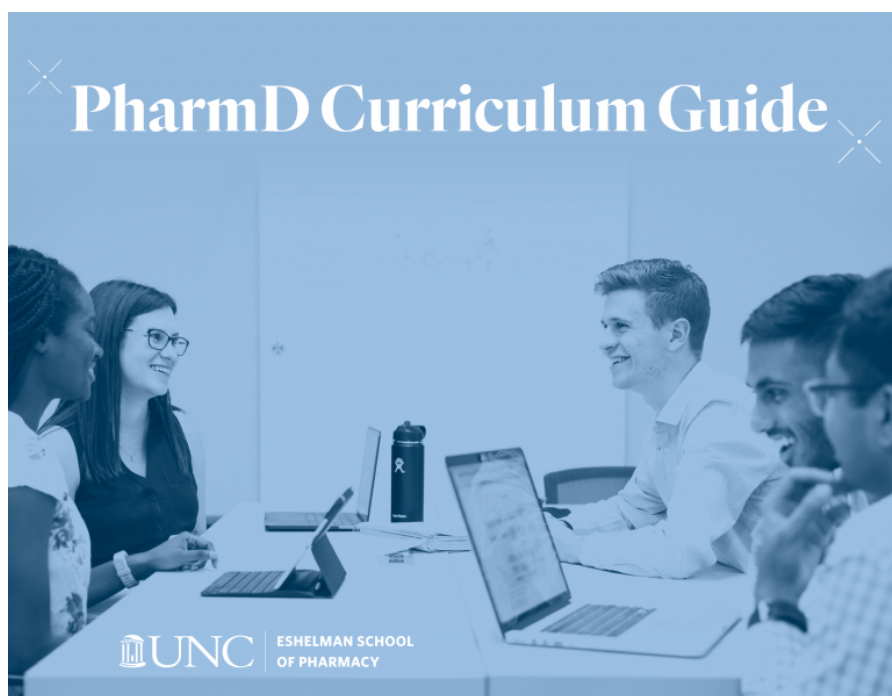


Outside of the classroom is where our future pharmacists learn to:

- Assume responsibility for medication optimization
- Utilize health resources to make real-time treatment decisions
- Provide education to patients and other healthcare professionals
- Establish their role in an inter-professional healthcare team
- Critically approach current pharmacy issues and opportunities
- Practice with the highest ethical and professional standards

## Curriculum Guide





Download our **PharmD Curriculum Guide** for detailed information on classes, immersion experiences and elective learning pathways.

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## Student Life

### PharmD - Students



## Hear From Our Students

[Student Support](#)[Student Organizations](#)[PharmD Student Handbook](#)[Student Blog](#)

## Student Support

### Academic Advising

The School employs a developmental approach to advising within the PharmD program – realizing each student is a unique person, student, and scholar. Faculty advisors serve as coaches, mentors, and advocates as students aim to maximize their growth and development over a 4-year PharmD experience.

Academic advising focuses intently on helping PharmD students plan and make meaning of value-added co-curricular experiences. At the beginning of the program, students are placed into “Pharmalies” – advising families – in an effort to build community. Three faculty advisors and six peer mentors are paired with students in each Pharmily. Pharmalies engage in consistent and on-going interactions.

### Peer Mentor Program

The Peer Mentoring Program promotes the successful transition of new students to the PharmD experience. Peer Mentors are paired with new PharmD students to add an additional layer of support and advocacy

throughout the first year of study. Peer Mentors provide guidance on all things related to the doctor of pharmacy program while also serving as a consistent point of contact for questions and referrals.

## **Tutoring**

Free tutoring services are available for PharmD students through the Office of Student Affairs and the Rho Chi Honor Society. It is highly recommended that students seek help from their course TA and Course Director if they have a grade lower than a B in any class.

## **Eshelman Care Team**

The Eshelman Care Team provides coordinated assistance and support to students exhibiting concerning behaviors through a centralized structure and method for outreach, referrals, and case management. The care team uses discretion in collaborating with School units and University resources when collecting pertinent information for the development of appropriate interventions and strategies, also known as Care Action Plans. The central goal of Care Action Plans is to address immediate concern(s), and ultimately support the academic and personal success and wellness of our students. Care Team Referrals are categorized in four different areas: Academic, Health/Well-being, Professionalism and Discrimination/Harrassment (including sexual assault, sexual violence, interpersonal

## **Student Organizations**

### **ESOP Student Organizations**



The School supports nearly 20 recognized PharmD student organizations that cover many areas of interests for students:

- [Eshelman School of Pharmacy Student Senate](#)
- [Academy of Managed Care Pharmacy \(AMCP\)](#)
- [American Association of Pharmaceutical Scientists \(AAPS\)](#)
- [Carolina Association of Pharmacy Students \(CAPS\)](#)
- [Carolina Association of Pharmacy Students – Asheville \(CAPS-Asheville\)](#)
- [Christian Pharmacists Fellowship International \(CPFI\)](#)
- [College of Psychiatric and Neurologic Pharmacists \(CPNP\)](#)
- [Global Engagement Organization \(GEO\)](#)
- [Graduate and Professional Honor System](#)
- [Graduate Student Organization](#)
- [Kappa Epsilon](#)
- [Kappa Epsilon – Asheville](#)
- [Kappa Psi](#)
- [Mentoring Future Leaders in Pharmacy \(M-FLIP\)](#)
- [Phi Delta Chi](#)
- [Phi Lambda Sigma](#)
- [Recruitment Ambassadors Program \(RAP\)](#)
- [Rho Chi](#)
- [Student Health Action Coalition \(SHAC\)](#)
- [Student National Pharmaceutical Association \(SNPhA\)](#)
- [Student National Pharmaceutical Association – Asheville \(SNPhA-Asheville\)](#)
- [Taking Action By Service \(TABS\)](#)
- [Student Chapter of Clinical Pharmacy \(SCCP\)](#)
- [Student Chapter of Clinical Pharmacy – Asheville \(SCCP – Asheville\)](#)

Starting with the first semester in the program at the Student Senate Organization Carnival, students are provided many opportunities to learn about recognized organizations in order to make well informed membership decisions. Each student organization is assigned at least one faculty advisor who works closely with the organizations as it carries out goals and priorities.

**[View the PharmD Student Handbook](#)**

**[View the PharmD Student Blog](#)**

Ready to take the next step?

# Curriculum Program

Curriculum management & Governance

[UNC Eshelman School of Pharmacy Organizational Structure](#)

PharmD Curriculum Description

[PharmD Curriculum Description](#)

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[2022-2023 Academic Calendar](#)

[2021-2022 Academic Calendar](#)

[2020-2021 Academic Calendar](#)

[2019-2020 Academic Calendar](#)

[2018-2019 Academic Calendar](#)

[2017-2018 Academic Calendar](#)

Course Schedules

[Fall 2022 Pharmacy Bridging Course Schedule](#)

[Fall 2022 PY1 Weekly Schedule](#)

[Fall 2022 PY2 Weekly Schedule](#)

[Fall 2022 PY3 Weekly Schedule](#)

[Fall 2022 PY4 Weekly Schedule](#)

[Fall 2022 Graduate Schedule](#)

[Spring 2022 PY1 Weekly Schedule](#)

[Spring 2022 PY2 Weekly Schedule](#)

[Spring 2022 PY3 Weekly Schedule](#)

[Spring 2022 PY4 Weekly Schedule](#)

[Fall 2021 PY1 Weekly Schedule](#)

[Fall 2021 PY2 Weekly Schedule](#)

[Fall 2021 PY3 Weekly Schedule](#)

[Fall 2021 PY4 Weekly Schedule](#)

[Fall 2021 Graduate Schedule](#)

[Spring 2021 PY1 Weekly Schedule](#)

[Spring 2021 PY2 Weekly Schedule](#)

[Spring 2021 PY3 Weekly Schedule](#)

[Spring 2021 PY4 Weekly Schedule](#)

[Spring 2021 Graduate Schedule](#)

[Fall 2020 PY1 Pharmacy Bridging Course Weekly Schedule](#)

[Fall 2020 PY1 Weekly Schedule](#)

[Fall 2020 PY2 Weekly Schedule](#)

[Fall 2020 PY3 Weekly Schedule](#)

[Fall 2020 PY4 Seminar Schedule](#)

[Spring 2020 PY1 Weekly Schedule](#)

[Spring 2020 PY2 Weekly Schedule](#)

[Spring 2020 PY3 Weekly Schedule](#)

[Spring 2020 PY4 Seminar Day Schedule](#)

**Student Handbook**

[PharmD Student Handbook](#)

**Curriculum Proposals & Revisions**

[Course Director Schedule](#)

[PharmD Course Revision Review Policy](#)

[PharmD Course Revision Form](#)

**Guidance Documents and FAQs**

[PharmD-Curriculum-Operational-FAQs 02AUG2022](#)

**Other Resources and Contacts**

## **Classroom Scheduling Changes**

[Laura Bratsch](#)

## **Course Scheduling Questions**

[Laura Bratsch](#)

## **Assessment Changes**

[Laura Bratsch](#) and [Jackie Zeeman](#)

## **Registration (add/drop) of Students**

[Laura Bratsch](#)

## **Sakai**

For site creation and adding participants/users – [Laura Bratsch](#)

For technical issues – [help.unc.edu](http://help.unc.edu)

## **CAC**

[Dennis Williams](#), [Jackie Zeeman](#), and [Amanda Corbett](#)

## **GEC**

[Mike Jarsfter](#) and [Will Taylor](#) – DGSS

[NewView-for Managing PharmD Syllabi](#)



# Academic Calendars

## Academic Calendars

[2022-2023 Academic Calendar](#)

[2021-2022 Academic Calendar](#)

[2020-2021 Academic Calendar](#)

[2019-2020 Academic Calendar](#)

[2018-2019 Academic Calendar](#)

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## Academic Guidelines

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1. [Academic Course Load](#)
2. [Academic Calendar](#)
3. [Course Registration](#)
4. [Tar Heel Tracker](#)
5. [Adding and Dropping Courses](#)
6. [Grading Requirements for Graduation](#)
7. [First Day of Class \(FDOC\) Policy](#)
8. [Class Attendance](#)
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10. [Objective Structured Clinical Exams \(OSCEs\)](#)
11. [Alternative Campus Class Attendance](#)
12. [Excused Absences for Religious Observations](#)
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  5. [Decisions Rendered by the Scholastic Achievement and Progression Committee](#)
  6. [Academic Probation](#)
  7. [Dismissal](#)
  8. [Due Process for Dismissal Based on Academic Performance](#)

9. Due Process for Dismissal (or Sanction) Based on Non-Academic Performance
10. Due Process Policy for Appeal of Decision Made by Scholastic Achievement and Progression Committee
17. PharmD Electives
  1. PharmD Elective Requirements
  2. Exceptions to Elective Policy
  3. Deviation from Policies
  4. Grading for Professional Elective Courses
  5. Elective Grading Under Pass/Fail System



## Academic Course Load

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The PharmD curriculum requires a minimum of 140 credit hours for graduation. Total final credits for each student may vary slightly because of credit variance in professional electives which may change the number of hours required. The PharmD curriculum requires an *average* academic load of 16 credit hours per semester during the first three professional years, along with an 8-credit immersion experience in the summer term after PY1 year. In the PY4 year, students enroll in three semesters (summer, fall, spring) to complete a total of 9 advanced immersion experiences (rotations). Each advanced immersion experience lasts 1 calendar month, earning students, who successfully complete the experience, 4 credit hours. Along with the advanced immersion experiences, fourth year students will also take a 1-credit hour seminar course in both the fall and spring semesters.

Part time study in the Doctor of Pharmacy program is not allowed. The minimum course load for any fall or spring semester is 9 credit hours (excludes physical education activity courses) which maintains full-time student status and makes students eligible to receive financial aid. The maximum academic credit load within any fall or spring semester is 18 credit hours. Students cannot take more than 18 credit hours in any one semester without permission of the Associate Director, Professional Program for students enrolled on the Chapel Hill campus or the Associate Director, Asheville for students on the Asheville campus.



## Academic Calendar

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The PharmD program does not follow the university calendar. Each year, the School posts an academic calendar outlining expectations for all students. The [PharmD academic calendar can be found here.](#)



## Course Registration

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Class registration is completed via ConnectCarolina. To access web-based registration, go to [connectcarolina.unc.edu](https://connectcarolina.unc.edu), and type in your Onyen and password to proceed with registration. Each semester, the Registrar and Curriculum Manager in the Office of Student Affairs will inform students of the dates, details, and process for registration. The UNC Registrar also provides guidance for registration. PharmD students are not permitted to audit PharmD courses unless outlined as a remediation plan by the Scholastic Achievement and Progression Committee.



## Tar Heel Tracker

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The Tar Heel Tracker will show if a requirement has or has not been satisfied and is a useful tool that allows the student and the advisor to chart the student's academic progress towards graduation.

- Provides a real-time look at a student's academic requirements.
- Provides an ability to generate data for reports that students and advisors may use for course planning.
- Allows authorized personnel to enter course adjustments for students who may have courses that need to be moved to other requirements.
- Improves consistency in advising appointments.
- Registration planning: students can view courses in their unsatisfied requirements and see which courses are available in upcoming terms.
- Students and advisors can explore options by running What If reports and by adding planner or what-if courses.



## Adding and Dropping Courses

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Students are not allowed to drop required courses without approval from the Registrar and Curriculum Manager. Each semester, students will be able to add required and elective courses and drop elective courses in the Student Services Center of ConnectCarolina during the University's open registration period.

However, since the academic calendar dates of the UNC Eshelman School of Pharmacy do not align with those of the University, there may be times when students run into difficulty attempting enrollment transactions. If you find yourself unable to add or drop a course, please contact the Registrar and Curriculum Manager in the Office of Student Affairs.





## First Day of Class (FDOC) Policy

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Full engagement within both the didactic and experiential components of the doctor of pharmacy curriculum is integral to the academic success of PharmD students. The invaluable education and training provided in each setting prepare doctor of pharmacy students for sustainable success as both a student and practitioner. It is expected that all students will be physically present on campus or at immersion sites for the first day of class as well as the first day of immersion. Additionally, given the fact that the doctor of pharmacy program does not follow the traditional UNC academic calendar, this expectation is all the more important given the unique structure and interactions of both didactic coursework and immersion experiences. Students are expected to carefully review the annual academic calendar and plan their break engagements accordingly (e.g., summer, fall, winter, spring). Conflicts, including internships that are external to the UNC program, should be avoided. With instances of conflict, students are encouraged to proactively work with their internship director to arrange a flexible internship schedule which allows the student to be present for the first day of class or immersion. Exceptions to this standard will only be entertained in rare circumstances of personal hardship and can be made directly to the Director of the Office of Student Affairs.



## Grading Requirements for Graduation

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Students must earn a passing grade of C or higher in all courses required for the PharmD curriculum while maintaining a minimum GPA of 2.0 for all courses taken while enrolled as a student in the UNC Eshelman School of Pharmacy.

Courses in the PharmD curriculum will have a variety of grading schemes, including:

- Letter (A, B, C, F)
- Pass/Fail
- High Pass/Pass/Fail

Grade points are not assigned to grades other than A, B, C, or F.



## Class Attendance

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As a student in a professional program, daily class attendance is expected. A student is responsible for all the work, including tests, group work and written work, of all class meetings. No right or privilege exists, which permits a student to be absent from any given number of class meetings – save for an approved accommodation by UNC Accessibility Resources and Service. Course directors include a course-specific attendance policy within their course syllabus and discuss it during the first week of every class.

Course directors will report promptly to the Office of Student Affairs the name of any student who exceeds the number of absences deemed permissible. If the student misses, without excuse, more classes than the instructor deems permissible, the course director may request that the student be dropped from the course with a grade of F. Course-specific excused absences are determined by the course director and outlined in the corresponding syllabus.



## Laptop Requirement

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UNC Eshelman School of Pharmacy PharmD students are ***required*** to have a laptop that meets or exceeds the minimum laptop specifications below.

- **Processor:** 2.3ghz or better, e.g., *Intel Core-i5*
- **Memory:** 8 GB minimum
- **Hard Disk Drive:** 256 GB minimum
- **Integrated webcam**
- **Battery:** 6 hours minimum
- **Operating System:**
  - PC: Microsoft Windows 10 (Windows 11 is heavily discouraged)
  - Mac: 10.15 onward
- **Software**
  - Administrative level account permissions
    - Office 365 or newer (provided by UNC Chapel Hill – visit [Office.unc.edu](https://Office.unc.edu))
    - Browser with PDF reading capability, such as Mozilla Firefox or Google Chrome

- Recommended: A functioning and up-to-date anti-virus program
- **Network Bandwidth (at home):** At least 15 Mbps download, 5 Mbps upload
- **Prohibited Computers:** Chromebooks, Linux OS, and Android Tablets. Required software will not run on these devices.
- **Warranty:** It is recommended that you have a warranty on your laptop. All hardware repairs must be performed at the place of purchase or where stipulated by warranty. Laptops purchased from UNC's Carolina Computing Initiative (CCI) include a three-year warranty and on-campus hardware repair. Asheville students that purchase UNC CCI computers requiring hardware repair will have the option to use a certified Lenovo service center or have the computer shipped to Chapel Hill at no cost to them. There are certain tools and programs that will only run on a laptop. While the use of tablets may enhance the in-class learning experience by providing additional note-taking capabilities and mobile consumption of digital academic content, there are instances during the PharmD program where a laptop will be required.

Operating System Note: IET recommends Windows 10 over the newer Windows 11 OS due to unresolved bugs and issues. IET will do our best to support personal devices regardless of operating system. Most devices that are sold with Windows 11 will include the option to come with Windows 10 installed instead.



## Objective Structured Clinical Exams (OSCEs)

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Objective Structured Clinical Exams (OSCEs) provide a systematic approach to authentic student assessment and are used to assess students' clinical and communication skill development across the Doctor of Pharmacy curriculum. OSCEs consist of a circuit of stations through which a range of clinical and communication skills are assessed by standardized patient examiners using objective scoring rubrics. Doctor of Pharmacy students complete a number of OSCE standardized patient (SP) encounters during the first three years of the curriculum in order to assess a variety of skills needed to deliver effective patient care. These may include patient assessment and problem identification; device or medication use counseling; demonstration of drug administration or patient monitoring techniques; and communication and interpersonal skills. Feedback from the OSCEs enables students, faculty, and preceptors to better understand and tailor subsequent instruction to students' strengths and areas for improvement.

OSCEs are a required element of the Doctor of Pharmacy curriculum.

Students must pass each OSCE to satisfy requirements for completing the PharmD program. Students who miss an OSCE for either excused or unexcused reasons or arrive too late to be worked into the SP rotation, will receive an "incomplete" in the course through which the OSCE or SP exercise was administered. A final course grade will be given when the OSCE is completed, usually in the next academic year. Excused absences are granted only for students with a personal illness or injury on the day of the exam documented by a health-care provider.

Students with unexcused absences will receive a grade of zero for the exam or exercise but must still complete the activity in the next academic year.

No make-up sessions are provided during the semester in which an OSCE or other SP exercise is missed, even for excused absences. Students who miss an OSCE in the PY2 year will be required to complete the requirement during their PY3 year. Students may not begin fourth year advanced immersion experiences (AIEs) until all OSCE requirements are completed. Failure to complete an OSCE during the normal course cycle may delay the student's progression to early immersions, AIEs and/or graduation. It may be possible to arrange a make-up session for third-professional-year students who miss an OSCE to prevent a delay in beginning AIEs. In such cases, the student will be responsible for the costs incurred in repeating an OSCE outside of the normal course schedule (i.e., costs for standardized patients, facilities, staff and materials). OSCE costs range from \$200 to \$500 per student, depending on the specific nature of the cases. The student will be notified in advance of his or her financial responsibility.



## Alternative Campus Class Attendance and Programming

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Students are expected to attend class on the campus (Asheville or Chapel Hill) to which they have been offered enrollment. Students are not permitted to attend class at the other campus without written approval by the Associate Director, Professional Program.

Due to space limitations and procedural issues on both campuses, students must submit a special request a minimum of one (1) week in advance to the Associate Director, Professional Program. Requests to attend class on an alternate campus will be considered for the following reasons:

- a planned special pharmacy school event
- to arrange a visit
- any other special request

To submit a request for attendance on an alternate campus to the Associate Director, Professional Program, please send an email to [colleen\\_wernoski@unc.edu](mailto:colleen_wernoski@unc.edu).





## Religious Accommodations

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The School supports the University's commitment to provide reasonable religious accommodations for students that enables them to exercise sincerely-held religious beliefs or practices unless doing so imposes an undue hardship on the University. The University has adopted a new [Religious Accommodations Policy](#). Students should consult the University's [Class Attendance Policy](#) for information about religious observances required by a student's faith and should contact EOC if they have any questions or needs. For more information, please visit the [Religion-Related Resources and Programs page](#).



## Missed Course Work

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Missed coursework policies, as determined by the course director, are outlined in the course syllabus. Students must be given the opportunity to make up tests and other work missed due to an excused absence, for an excused religious observance, death in the immediate family, illness and/or injury with supporting medical documentation.



## Missed Exam Policy

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Students should consult with the course syllabus to read about the missed exam policy. The following policy will be followed in the UNC Eshelman School of Pharmacy in the absence of a defined missed exam policy in an individual course syllabus.

Students are expected to be present for all course exams and the final exam unless arrangements are made with the course director prior to administration of the exam. Make-up exams are not permitted for unexcused absences. Students who fail to attend an exam will be given a grade of zero for the exam. Only students providing medical documentation stating they were sick or injured on the day of the exam or providing proof of a death in the immediate family will be exempt from this rule.

In this case, the grade of the missed exam will be made up by one of the following options at the discretion of the course director:

1. Increasing the percentage of the remaining exams to cover the missed exam
2. Assigning the final exam a higher percentage to cover the missed exam
3. A make-up exam (not the original exam)

If the final is cumulative, the section relating to the missed examination material can be used as the grade for that missed exam.



## Remediation

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Each course director sets the remediation policy for his or her course. The course remediation policy, as determined by the course director, is stated in the course syllabus.



## Academic Progression Guidelines

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### **Introduction:**

The UNC Eshelman School of Pharmacy faculty intends that every student admitted to the Doctor of Pharmacy (PharmD) curriculum achieves excellence in their professional knowledge, skill, and aptitude. The objectives, abilities, and/or outcomes defined for the curriculum and for each course within it provide the framework for assessment of student achievement.

Students enrolled in the PharmD curriculum receive a grade reflective of their achievement of the acquisition of knowledge and/or skills based on the grading schemes outlined above. The grade F indicates unacceptable achievement and/or performance and requires further study and/or practice by the student.

In view of its responsibility to the people of North Carolina and to the profession, the faculty reserves the right to dismiss a student from the PharmD program who does not in its judgment show sufficient promise to justify continuation, regardless of her/his academic record. If a student's performance, including academic record, promise, or professional conduct is considered unsatisfactory, the Scholastic Achievement and Progression Committee will make appropriate recommendations regarding the student's continuation to the Executive Vice Dean – Chief Academic Officer. The Committee will decide whether a student should be allowed to enter a review program (including appropriate reexamination), enter a decelerated curriculum, repeat a portion of an academic year or entire year, take a leave of absence with conditions upon return, or be dismissed. The recommendation for a dismissal or for a leave of absence will be

transmitted to the Executive Vice Dean – Chief Academic Officer for final dispensation. Decisions may be appealed to the Dean of the UNC Eshelman School of Pharmacy within 5 business days to be considered.

1. Academic Guidelines for Progression
2. Policy on Final Grade Appeal
3. Appropriate Grounds for Final Grade Appeal
4. Policy on Non-Academic Progressions
5. Academic Probation
6. Decisions Rendered by the Scholastic Achievement and Progression Committee
7. Dismissal
8. Due Process for Dismissal Based on Academic Performance
9. Due Process for Dismissal (or Sanction) Based on Non-Academic Performance
10. Due Process Policy for Appeal of Decision Made by Scholastic Achievement and Progression Committee



## Academic Guidelines for Progression in the Doctor of Pharmacy Curriculum

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1. Students must demonstrate acceptable knowledge and/or skills in all courses and practice experiences in the Doctor of Pharmacy curriculum. Acceptable knowledge and/or skills are determined through evaluation of student performance that reflects objectives or competencies defined for each course within the context of competencies defined for the PharmD curriculum. Acceptable knowledge and/or skills in all courses administered by the UNC Eshelman School of Pharmacy are denoted by any of the grades A, B, or C, High Pass, or Pass.
2. Students who do not demonstrate acceptable knowledge and/or skills will be given the grade F. A student who receives an F in a required course must remedy that grade, which must include the demonstration of acquisition of acceptable knowledge and/or skill for that course. The student may not enroll in subsequent courses for which the "failed" course serves as a prerequisite until the student has passed the prerequisite course. A student who again receives an F upon repeating a course, or who receives F grades in two or more required courses is subject to dismissal from the UNC Eshelman School of Pharmacy. The Scholastic Achievement and Progression Committee will determine whether such a student will be allowed to continue in the PharmD curriculum, and, if allowed to continue, specify conditions for continuation.
3. The temporary grades of IN (incomplete) and AB (absent from the final examination) can be used consistent with the guidelines within the Undergraduate Bulletin or the Graduate School
4. Students admitted to the PharmD curriculum must complete the curriculum within five academic years from entry into the Program (including any leaves of absences), subject to review of individual circumstances by the Scholastic Achievement and Progression. Six years will be granted to dual degree students.







## Policy on Final Grade Appeal

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The student must first attempt to resolve any disagreement with the course director. If the student fails to reach a satisfactory resolution, the student may appeal the grade in accordance with the following Policy on Final Grade Appeal:

- The student must submit the appeal in writing along with a description of the results of the communication with the course director, any relevant test papers/term papers/graded materials to the Chair of the Scholastic Achievement and Progression. The information that the student presents to the Committee will be shared with the involved course coordinator who will be given an opportunity to respond to the student's appeal. The student's appeal should be made as soon as possible but must be made within 5 business days after the official end of semester grades are reported for the course in question (grades are due 3 days after the final exam). The appeal may be delivered to the School's Registrar and Curriculum Manager in the Office of Student Affairs to present to the Scholastic Achievement and Progression Committee.



## Appropriate Grounds for Final Grade Appeal

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For an appeal of a final course grade to be considered, it must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student's detriment:

- arithmetic or clerical error
- arbitrariness, possibly including discrimination or harassment based upon the student's race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression
- personal malice
- student conduct cognizable under the Instrument of Student Judicial Governance



## Policy on Non-Academic Progression

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The faculty and leadership of the UNC Eshelman School of Pharmacy have a legal and ethical responsibility to protect members of the public and of the health care community from unsafe, unethical, or unprofessional pharmacy practices. The School is charged with preparation of competent pharmacists. Because competence must be assured not only in the knowledge and technical abilities of the student, but also in their standards of personal and professional conduct, student progress is carefully monitored to certify that students have acquired and can demonstrate appropriate knowledge, skills, behavioral characteristics, and ethical principles.

The Scholastic Achievement and Progression Committee reserves the right to dismiss or sanction a Doctor of Pharmacy candidate at the end of any semester, regardless of the student's grades, if the student does not, in the judgment of the Committee, show sufficient promise to justify allowing the student to continue the study of pharmacy. Repeated failure to demonstrate professionalism, consistent with published codes of ethics for pharmacists (ex. APhA & NCAP) and the School's Technical Standards, with respect to the management of patients or in interactions with other students, staff, faculty, or preceptors constitutes grounds for dismissal. Any acts or patterns of behavior consistent with physical, emotional, or behavioral problems, that impair the student's ability to interact effectively with others, prevent others from fully participating in the educational process, endanger the well-being of the student or others, threaten patient safety or confidentiality, discredit the profession, or in any other way that raises serious questions about the student's fitness for professional practice will serve as a basis for review by the Scholastic Achievement and Progression Committee. Any student who fails to participate in or does not respond to appropriate interventions (e.g., treatment, counseling, community service, additional or repeated course or immersion/advanced immersion requirements) within a specified period of time is subject to dismissal from

the PharmD Program. These non-academic factors serve as critical indicators of the student's capacity to deliver a high standard of health care, meeting all technical, ethical, and legal requirements, and thus are considered by the faculty to be of equal importance with academic performance when making progression decisions.

If a faculty member or a student colleague believes there is evidence supporting a non-academic progression policy violation for a particular student, they should follow the guidelines listed below under Procedure for Dismissal (or Sanction) based on Non-Academic Performance. The Committee will decide if a dismissal or a sanction is an appropriate action.



## Decisions Rendered by the Scholastic Achievement and Progression Committee

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Decisions rendered by the Scholastic Achievement and Progression Committee may include but are not limited to adjustment of academic load; repetition of course or curriculum segments; participation in psychological counseling or other services offered on-campus (e.g., the writing center, tutoring, learning disabilities), academic probation, referral to the North Carolina Physician's Health Program, and/or dismissal.

The Scholastic Achievement and Progression Committee is not permitted to change the evaluation of student performance by the course director unless there are grounds for appeal (see section on Final Grade Appeal).



## Academic Probation

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1. Students will be placed on academic probation for one year (subsequent fall and spring semesters) after they receive a grade of F in any required
2. Students on academic probation are required to meet with a member of the Office of Student Affairs to develop a Student Success Plan. The meeting may include the Director or the Associate Director, Professional
3. A Student Success Plan may include (but is not limited to):
  1. Required tutoring
  2. Required consistent/ongoing meetings with the respective Associate Director, in Chapel Hill or Asheville, and/or assigned advisor
  3. Reduced/no co-curricular involvement (may include not serving as an officer or on committees)



## Dismissal from the UNC Eshelman School of Pharmacy

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Dismissal: Students may be dismissed from the School of Pharmacy for any of the following reasons:

1. Receive grades of F in two or more required courses
2. Persistent failure to demonstrate adherence to Academic or Non- academic Technical Standards for the School of Pharmacy
3. Attitudinal, behavioral, or criminal problems which interfere with the student's responsibilities and progress through the curriculum



## Due Process Procedure for Dismissal based on Academic Performance

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- Students who are in jeopardy of dismissal from the School of Pharmacy will be notified by the Chair of the Scholastic Achievement and Progression Committee at least 5 business days prior to the Scholastic Achievement and Progression Committee meeting, at which a decision will be made.
- Students so desiring may provide a written statement to the Committee noting their circumstances and any evidence that they feel is relevant and appropriate to bring forth. If the student does not respond to the Committee Chair within 5 business days, the Committee will make its decision in the absence of such
- The Committee will make its decision known to the Executive Vice Dean – Chief Academic Officer, who will notify the student in writing of the Committee's





## Due Process Procedure for Dismissal (or Sanction) based on Non-Academic Performance

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- When, in the judgment of a faculty member or a student colleague, a student's behavior constitutes conduct of a nature that warrants dismissal (or sanction) as outlined in the School's Technical Standards and/or Non-Academic Progression Standards, the faculty member or student colleague shall so notify the Chair of the Scholastic Achievement and Progression Committee and the Director of the Office of Student Affairs in
- The Chair of the Scholastic Achievement and Progression Committee and/or Director of OSA will then notify the student and the faculty member or student colleague in writing within two weeks of the request as to the time and place for the Scholastic Achievement and Progression Committee hearing to determine whether, in the Committee's judgment the dismissal (or sanction) is A minimum of 72 hours notification will be given for the hearing.
- The Committee will hold a closed hearing at which the faculty member or student colleague may be present and provide oral or written evidence regarding the behavior that in the faculty member's or student colleague's judgment is grounds for dismissal (or sanction). The student may be present and given an opportunity to provide oral or written evidence regarding his/her behavior. The evidentiary proceedings will be Support persons, including legal counsel and parents/guardians, cannot participate in the hearing process. Failure of the student to participate or be present, will not stop the proceedings of the Committee.
- Following the evidentiary presentation, the Committee will convene in executive session to determine whether dismissal or other sanctions/recommendations are warranted.
- The Committee shall make its decision known in writing to the Executive Vice Dean – Chief Academic Officer, the student, and the person initiating the charge.

Note: Some student conduct may be both an unsafe or unprofessional pharmacy practice and an offense under the Instrument of Student Judicial Governance. In such a case, the matter will be referred first to the pharmacy student attorney general. If the pharmacy student attorney general determines that the alleged behavior does not constitute an offense under the Instrument, the School of Pharmacy will proceed under this Policy for Non-Academic Progression. If the pharmacy student attorney general determines that the alleged behavior constitutes an offense under the Instrument and that there is sufficient evidence to charge the student with an offense, the case will be heard by the Pharmacy Honor Court. If the Honor Court finds the student guilty of behavior that would also call the student's professional fitness into question, the School of Pharmacy will consider the behavior under this Policy for Non-Academic Progression. However, if the pharmacy student attorney general determines that the alleged behavior would constitute an offense under the Instrument but that there is insufficient evidence to charge the student, the matter will not be considered under this Policy for Non-Academic Progression. Similarly, if the student is charged but the Honor Court finds the student not guilty, the matter will not be considered further under this Policy for Non-Academic Progression.



## Due Process Policy for Appeal of Scholastic Achievement and Progression Committee Decision

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A decision of the Scholastic Achievement and Progression Committee may be appealed in writing by the student, if done so within 5 business days of the receipt of the letter notifying them of the decision. The written appeal should be addressed and delivered to the Dean of the School of Pharmacy. The decision of the Dean of the School is the final stage in the appeals process.

It is the student's responsibility to maintain contact (including current address, phone, and email information in ConnectCarolina) with the chair of the Scholastic Achievement and Progression Committee to ensure that the student promptly receives all relevant communications. If the student fails to maintain contact (including current address, phone, and email information in Connect Carolina) with the chair, decisions made in the student's absence will nonetheless be binding.



## PharmD Electives

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1. Elective Requirements
2. Exceptions to Elective Policy
3. Deviation from Policies
4. Grading for Professional Elective Courses
5. Elective Grading Under Pass/Fail System



## PharmD Elective Requirements

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To be eligible for graduation, all students must successfully complete a minimum of four (4) professional electives totaling eight (8) or more credit hours.

All four (4) professional electives must be completed after enrollment in the UNC Eshelman School of Pharmacy, but before the initiation of PY4 advanced immersion experiences (AIEs). Two (2) of the electives must be health affairs specific. The remaining two (2) electives may be non-health affairs specific but must meet accreditation requirements. No coursework completed as part of a pre-pharmacy program and/or a prior degree can be accepted for professional elective credit.

Although students may choose to take all four (4) electives within the UNC Eshelman School of Pharmacy, students may take a limited number of credits outside of the school. The following requirements apply:

- Electives within the UNC Eshelman School of Pharmacy: At least two (2) of the professional electives (minimum of 4 credit hours) must be taught by faculty of the UNC Eshelman School of Pharmacy OR must be one of the interdisciplinary courses in which pharmacy faculty participate. Students may choose to have all electives originate from the UNC Eshelman School of
- Electives outside of the UNC Eshelman School of Pharmacy: Up to two (2) of the professional electives may be selected from other Schools or Departments on campus, including the UNC online course catalog.

Note: For courses taken outside of UNC Chapel Hill, per University policy, the name of the university where the course was taken will appear on the student's transcript as fulfilling the credit hours. However, the name of the course, or the grade will not appear on the student's transcript. Grades for these courses will not be calculated into the student's GPA.



## Exceptions to the Elective Policy

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Research and Scholarship in Pharmacy is a pathway within the elective curriculum that is built around a mentored, in-depth, scholarly project where a student

will: (1) frame an answerable question with a faculty member; (2) generate and interpret relevant data; and (3) communicate their findings in an oral and written forum. This experience could include hypothesis-driven research (e.g., preclinical, translational, clinical, epidemiologic, health services, educational) or non- hypothesis-driven research (e.g., method development and validation, quality improvement).

Students that enter this pathway will register for *Research and Scholarship in Pharmacy* in the PY2 spring, PY3 fall, and PY3 spring semesters (for a total of six elective credit hours). These *three (3) courses* and *six (6) credit hours* will count towards fulfillment of their elective requirements. Students in this pathway are required to take a minimum of 2 additional credit hours of electives to fulfill their elective requirements. These two credit hours must be fulfilled by a School of Pharmacy or Health Affairs elective. Students working in the laboratory/research program of a faculty member cannot be paid for any work completed as part of the requirements for the *Research and Scholarship in Pharmacy* pathway.



## Deviations from the Policies

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Petitions for individualized plans of study (any elective course work that deviates from these guidelines) must be approved, in advance, by the Curriculum and Assessment Committee. Petitions must be made in writing and submitted a minimum of 45 days prior to the semester in which you wish to enroll in the course. These petitions may be submitted via email to the School's Registrar and Enrollment Manager, who serves on the Curriculum and Assessment Committee.





## Grading for Professional Elective Courses

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Grading for professional electives will follow the normal grading scheme used by the course:

- Graduate level courses: grading will be assigned on the H, P, L, F scale
- PharmD level courses: grading will either be H (High Pass), P (Pass), F (Fail); Pass/Fail; or A, B, C, F
- Undergraduate courses in health affairs or arts and sciences: grading will follow the University's A, B, C, D, F scale
- Independent study courses: grading will either be Pass/Fail or A, B, C, F



## Elective Grading under the Pass/Fail System

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Students may change only one (1) letter-graded elective, to Pass/Fail credit under the following University guidelines:

- Students must be registered for at least nine (9) hours of letter grade credit during the semester in which they take an elective course for Pass/Fail
- No more than four (4) elective credit hours during a single semester can be taken Pass/Fail.
- General College requirements may **not** be taken for Pass/Fail.

Note:

Pharmacy courses and immersion experiences graded solely on a H/P/F basis or graduate level courses that are graded solely on a H/P/L/F basis are not counted toward the hour limitations described above for courses that you electively declare "Pass/Fail" under the University's Pass/Fail declaration guidelines for elective courses.

Some professional elective courses taught in the UNC Eshelman School of Pharmacy may NOT be taken Pass/Fail. Please review course descriptions carefully before registering for professional elective.



## Student Support

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1. [Academic Advising](#)
2. [Peer Mentor Program](#)
3. [PharmD Tutoring](#)
4. [Eshelman Care Referral](#)
5. [UNC Off Campus Student Life](#)
6. [Academic Intervention](#)
7. [Non-Academic Intervention](#)
8. [Withdrawal From the University](#)
9. [Leaves of Absence](#)
10. [Readmission to the University](#)



## Academic Advising

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The School employs a developmental approach to advising within the PharmD program – realizing each student is a unique person, student, and scholar. Faculty advisors serve as coaches, mentors, and advocates as students aim to maximize their growth and development over a 4-year PharmD experience. The School subscribes to the National Academic Advising Association definition of advising:

“Academic advising is an educational process that, by intention and design, facilitates students’ understanding and the meaning and purpose of higher education, and fosters their intellectual and personal development towards academic success and lifelong learning.”

Academic advising, coaching, and mentoring concerns itself with academic performance, student satisfaction, and quality of student life. Additionally, within this School, the advising relationship focuses intently on helping PharmD students plan and make meaning of their entire educational experiences. At the beginning of the program, students are placed into peer mentor groups, which also serve as an effort to build community. Each peer mentor group is assigned two peer mentors and one faculty advisor, who engage in consistent and on-going interactions throughout the student’s journey as a PharmD student.



## Peer Mentor Program

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The Peer Mentoring Program within the UNC Eshelman School of Pharmacy promotes the successful transition of new students to the PharmD experience. Peer Mentors are paired with new incoming PharmD students to add an additional layer of support and advocacy throughout the first year of study. Peer Mentors provide guidance on all things related to the Doctor of Pharmacy program while also serving as a consistent point of contact for questions and referral.



## PharmD Tutoring

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Free tutoring services are available for PharmD students through the Office of Student Affairs and the Rho Chi Honor Society. It is highly recommended that students seek help from their course TA and Course Director if they have a grade lower than a B in any class. Contact information for the course TA and course director can be found in the course syllabus. If academic assistance is still needed, we encourage you to request a tutor.

### **Process for Requesting a Tutor**

1. Student applies for tutoring [using the online request form](#).
2. Student is assigned a
3. The Tutor is notified of the student assignment and contacts the student to schedule a tutoring
4. The Tutor and student hold the tutoring
5. The Tutor completes and submits the tutor report to



## Eshelman Care Referral

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The Eshelman Care Referral (modeled after the UNC Chapel Hill Care Team) provides focused assistance and support to students through a centralized structure and method for outreach, referrals, and follow-up. Careful discretion is used when collecting pertinent information for the development of appropriate interventions and responses, and when collaborating with school units and university resources. The central goal of Eshelman Care Referrals is to address immediate concern(s), and ultimately support the academic and personal success and wellness of our students.

Eshelman Care Referrals are categorized in four different areas:

1. Academics
2. Health/Well-Being
3. Professionalism
4. Discrimination/Harassment

Faculty, staff, preceptors, and students are encouraged to submit Eshelman Care Referrals as they develop concerns for students. Referrals are received by trained and educated Student Affairs administrators, who review referrals and manage student follow-up in an effort to best situate students for sustainable success. Specifically, referrals are responded to by:

**Sarah Pankracij** – Referrals for students on immersions within the PharmD program

**Colleen Wernoski** – Referrals for students in the didactic portion of the PharmD program on the Chapel Hill campus

**William Taylor**, Referrals for students in the PhD and MS programs

**Associate Director, Asheville Campus**, Referrals for students in the didactic portion of the PharmD program on the Asheville campus

**Ilona Owens**, Director of the Office of Student Affairs

Every effort is made to maintain confidentiality when referrals are submitted. Please note, however, that staff are required to share any information regarding discrimination or harassment based on protected status (including reports of sexual assault, sexual violence, interpersonal violence, and stalking) with the UNC Equal Opportunity and Compliance Office (EOC). The only other exception to this confidentiality standard is if there is an immediate threat of harm to the individual student or others in our community.





## UNC Off-Campus Student Life

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The UNC Office of Off-Campus Student Life is a valuable resource for PharmD students – most of whom live off campus. The office provides a variety of resources:

- Moving off campus
- Safety and Security
- Campus and community involvement
- Off campus rights, responsibilities, and expectations
- Public transportation and parking
- Affordable housing
- Things to do, eat, and see
- Graduate and professional students

The office also provides an "Off-Campus Housing and Community Living" site to help connect students with living arrangements in the Chapel Hill area.



## Academic Intervention

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The Associate Director, PharmD Professional Program, in the Office of Student Affairs performs a review of course grades two to three times per semester. In consultation with course directors, the Associate Director, PharmD Professional Program, will reach out to students underperforming to discuss and offer support services. Likewise, a student who feels that he or she is struggling academically is encouraged to reach out to the Associate Director, PharmD Professional Program. Additionally, academic referrals can be submitted, or academic help requested via the [Eshelman Care Referral](#) whenever an academic concern emerges.



## Non-Academic Intervention

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Course directors, students and staff who notice a significant change in behavior of a PharmD student enrolled in the didactic curriculum should reach out to the Associate Director, Professional Program to discuss the situation. Likewise, if a student is struggling mentally or behaviorally, he or she should reach out to the Associate Director, Professional Program to learn about support services available. For students enrolled in immersion experiences, concerns may be shared with the Director of Experiential Student and Career Services. Any faculty, staff, preceptor, or student can also submit an Eshelman Care Referral when there is a suspected mental health or well-being concern. There is also an option for “self-referral” through the form if an individual student needs help and does not know where to start.



## Withdrawal from the University

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Students withdrawing from the University should contact the Director of the Office of Student Affairs at the UNC Eshelman School of Pharmacy prior to the last day of classes during a semester. An official withdrawal constitutes an honorable dismissal from the University and may facilitate readmission. IN/Ab grades currently have no effect on GPA, but should the IN/AB not be remedied within 1 year, the grades of IN/AB automatically turn to a letter grade of F, which will then impact grade point averages and academic eligibility.



## Leaves of Absence

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Students desiring to take a leave of absence should schedule a meeting with the Director of the Office of Student Affairs to discuss the leave of absence. All leaves must be approved by the Director or their designee, in the Office of Student Affairs. There are two primary types of leave:

- Medical Leave of Absence: This type of leave is first initiated in the Office of Student Affairs and then transitions to UNC Campus Health and/or UNC Counseling and Psychological Services. A medical leave can be initiated at any point during a semester for both physical and mental health concerns that are acutely impacting the student's ability to successfully continue within the The leave is officially considered and approved by UNC Campus Health and/or UNC Counseling and Psychological Services.
- Administrative Leave of Absence: This type of leave is initiated and managed within the Office of Student Affairs. An administrative leave can only be initiated between academic semesters – not while classes are actively in session. An administrative leave serves a broad range of purposes such as a personal hardship.

Students enrolled in the UNC Eshelman School of Pharmacy, who are approved to take a leave of absence, may return to the School within one year of the date of leave. Upon the desire to readmit, the student should schedule a meeting with the Director of the Office of Student Affairs regarding the readmission process.

Students who have been absent from the UNC Eshelman School of Pharmacy for more than one year from last enrollment must reapply for admission to the School and must compete for readmission with the other applicants for the entering class in that year. In situations involving medical leave, it is possible to extend the one year leave on a case-

by-case basis. If the student is readmitted to the School, the Scholastic Achievement and Progression Committee will review completed coursework and make recommendations for completing the program. Students may be required to re-take some or all previously completed coursework in the Eshelman School of Pharmacy PharmD curriculum or complete competency testing.



## Readmission to the University

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Students wishing to be readmitted to the University should contact the Director of the Office of Student Affairs at the UNC Eshelman School of Pharmacy to schedule a meeting.

DIRECTOR OF THE OFFICE OF STUDENT AFFAIRS

Ilona Owens

[Ilona.Owens@unc.edu](mailto:Ilona.Owens@unc.edu)

919-445-4866



## Experiential Program

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1. Student Injury Policy
2. Blood-Borne Pathogen Exposure
3. COVID Vaccine Requirements
4. Experiential Training Schedules
5. Experiential Course Grading
6. Financial Compensation and Aid
7. Professional Liability Insurance
8. Advanced Immersion Experience Change Request Policy
9. Placement Policy
10. Housing Policy
11. Attendance Policy
12. Professional Dress
13. Financial Responsibility
14. Transportation Policy
15. Universal Confidentiality Statement
16. Information Security Policy





## Student Injury Policy

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The safety and well-being of students is the greatest concern to the UNC Eshelman School of Pharmacy. In the event of a serious injury or exposure event, please report directly to the nearest urgent care facility. Students should submit information regarding the injury to an Eshelman Care Referral. The Eshelman Care Referral is not a substitute for calling 911 for an immediate emergency.



## Blood-Borne Pathogen Exposure

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In the event of an exposure event, immediate action is required as outlined at <https://campushealth.unc.edu/urgent-needs/health-science-students-blood-borne-pathogen-exposure>. In brief, the following steps should be taken promptly:

1. Immediately clean the affected area.
2. Immediately notify the preceptor or preceptor designee before the source patient leaves the care site.
3. Obtain source patient information.
4. Call Campus Health Services at 919-966-6573, even if the exposure occurred at a clinical site outside of Chapel Hill. You will be connected to medical personnel that can assist you with the blood-borne pathogen exposure. If Campus Health Services is closed, you will be connected to an automated message which will then transfer you to a Health Link nurse. The Health Link nurse will contact the Campus Health Services physician on call for you.
5. The preceptor or student pharmacist should submit an Eshelman Care Team referral as soon as possible ([https://unc.az1.qualtrics.com/jfe/form/SV\\_bax2evk5c1e0K33](https://unc.az1.qualtrics.com/jfe/form/SV_bax2evk5c1e0K33)).
6. The student will be responsible (via health insurance) for costs associated with necessary lab work and medications as appropriate.

The student will be responsible (via health insurance) for costs associated with necessary lab work and medications as appropriate



## Covid Vaccine Requirements

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Students with clinical experiences at clinical sites that require completion of the covid vaccine series (i.e., receive two shots of a Moderna or Pfizer vaccine, or one shot of the Johnson & Johnson vaccine) as well as sites that require completion of a booster, must complete their vaccination series by the deadlines set by the placement sites. Students who cannot show proof of vaccination or who otherwise do not meet clinical site requirements may not be permitted by the clinical sites to work in these clinical settings and should explore options that include a leave of absence.



## Experience Training Schedule

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Immersion and Advanced Immersion Experiences are based on a calendar month beginning on the first business day and ending on the last business day of the month. The dates for Immersion and Advanced Immersion Experiences are posted within Core ELMS. The experiential program calendar takes precedence over the University and Eshelman School of Pharmacy Academic Calendars. Academic breaks and holidays are not recognized during experiential training. The current academic calendar, including the experiential program calendar dates, can be found at <https://faopharmacy.unc.edu/curriculum/>.

In accordance with Accreditation Council for Pharmacy Education, Immersion and Advanced Immersion Experiences are full time commitments (minimum 40 hours per week, 160 hours per month). To offer optimal patient care and learning experiences, students should expect to be present at the site more than 40 hours per week. While there are no stated maximum hours the School does encourage adherence to the duty rules set forth by the American Society of Health System Pharmacists Duty Hour Requirements for Pharmacy Residencies. Time spent at the practice site may include a variety of day, evening or weekend hours as determined by the site.



## Experience Course Grading

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Grades for each Immersion or Advanced Immersion Experience will be assigned in accordance with the grading policies outlined in each course syllabus. A student receiving a grade of failure will be required to repeat the entire experience at a site determined by the Office of Experiential Programs. This will likely delay the student's graduation. The failing grade is calculated in the cumulative grade point average and is not removed from the student's transcript once repeated. Midpoint and final evaluations are accessible via CORE ELMS, and it is the student's responsibility to review these evaluations.

Consistent with the course syllabi, the grade assigned for each experience is based on course outcomes as assessed by the preceptor's completed final evaluation, achieving a minimum level of competence in professionalism and core competencies and successful completion of all assignments and assessments on time. The midpoint evaluation for each experience is a standardized opportunity to assess progress toward achieving established expectations for each practice experience. Students are required to have a midpoint and final evaluation for each experience. Students should proactively contact their preceptors to schedule the midpoint and final evaluation discussions. For full details of the grading policies for each practice experience, please refer to the course syllabus.



## Financial Compensation and Aid

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Information regarding tuition and fees are available at:

[pharmacy.unc.edu/academics/the-pharmd/pharmd-tuition-and-fees/](https://pharmacy.unc.edu/academics/the-pharmd/pharmd-tuition-and-fees/). A \$200 per clerkship fee is required for each Immersion and Advanced Immersion Experience.



## Professional Liability Insurance

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The UNC Eshelman School of Pharmacy has a professional liability insurance policy for students participating in Immersion and Advanced Immersion experiences.

The policy covers the student up to a maximum of \$2,000,000 for each occurrence and \$4,000,000 aggregate. Students must recognize that the endorsement to these policies state that the coverage is terminated when the student graduates or ceases to be engaged in activities required by the School's curriculum. Costs for professional liability insurance is included in student fees.



## Advanced Immersion Experience Change Request Policy

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### **AIE Schedule Rationale:**

Advanced Immersion Experience assignments are made considering student preference and preceptor/site availability. Final assignments are made at the discretion of the Region Director in conjunction with the Office of Experiential Programs. Availability is submitted directly by the site to the Office of Experiential Programs, and may consider, among other factors, a maximum number of learners, including residents. Final

assignments are designed to first provide high-quality learning experiences, as well as achieve program outcomes and ACPE standards. This may result in experiences assigned outside of a student's preference.

### **Eligibility to Request Changes to the AIE Schedule:**



- Each student is given the opportunity to submit **ONE Advanced Immersion Experience change request** for an assignment they would prefer to change. This limit is in effect across all regions and for the entire academic
  - Note– This limits each student to one change. It does not guarantee each student one change to their AIE schedule.
- Additional changes will not be considered, and students should refrain from requesting more than one experience
  - Note– If your initial change request is denied, you are not able to submit another change
- International experiences are not eligible for change requests per the Office of Global Engagement.
- Out-of-state and school-scheduled experiences are typically not eligible to be changed via student request, however, will be discussed on a case-by-case basis. Requesting a schedule change within this category will count as the one available change
- Beginning on May 9th, students may request a change to an Advanced Immersion Experience scheduled between August 1 through April 30. Any change request must be submitted at least 3 months prior to the start of the Advanced Immersion Experience, subject to the change request.
- The experience change cannot result in the need to move more than two months of scheduled
- To submit a change request, students must complete the Change Request Form. Emails are not an acceptable form for submitting a change request and will not be considered.
- An official change request must be made via the Change Request Form. A change request should never be made directly to a Region Director or preceptor, and any change request circumventing the official process will not be considered.
- All change requests are subject to review by the Office of Experiential Programs.
- Submitting a change request does not guarantee it will be approved or accommodated.
- Once a student-initiated change has been finalized and completed, the schedule may not be changed back to the original

- The School and/or region reserves the right to implement changes to the student schedule (e.g.COVID-related site issues, change in availability, etc.). These changes are made only when necessary, and when possible, the School and/or region will make efforts to seek the input of the impacted Any school- or region-initiated change will NOT count towards the one allowable student change request.



## Placement Policy

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The placement of student pharmacists for experiential training requires care and planning. The School asks that you carefully consider the demands of this program component. Assignment to geographical regions of the state and selection of sites for Immersion and Advanced Immersion experiences are made randomly, based on site and preceptor availability, and at the sole discretion of the School of Pharmacy. Students are not guaranteed a site or region in the Triangle area (Chapel Hill campus) or in the Asheville area (Asheville campus).

Student pharmacists may apply for a regional exemption. Regional exemption is for placement in a given region of the state, not specific experience sites within that region. Exemptions will be considered only for the below conditions (appropriate documentation is required):

1. Student is a parent with a child or children living at home (child must be under the age of 18 up to and including the first day of the experience)

NOTE: Required documentation: copy of child's birth certificate and evidence of child's health coverage under student's name.

2. Student is a legal guardian

NOTE: Required documentation: copy of legal papers indicating guardianship and/or custody.

3. Student or student's spouse is pregnant

NOTE: Required documentation: doctor's note confirming pregnancy and expected due date.

4. Student is sole care provider for another individual

NOTE: Required documentation: copy of power of attorney for sole care provider

5. Student has a chronic, serious medical condition requiring biweekly (14 days or less) of medical care with the same physician

NOTE: Required documentation: Letter from primary care physician describing/addressing the following 4 items: (1) student's medical condition (2) current treatment plan (3) future treatment plan (4) why student needs to be seen in a specific geographical region/feasibility of referring student to a different physician depending on student's geographic placement.

The School will make the final decisions regarding all exemption requests.



## Housing Policy

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The School will pay AHEC housing fees for students who are assigned as follows:

### **Advanced Immersion Experience:**

Any scheduled AIE (elective or non-elective) practice site with a commute greater than 60 miles from the student's base institution (according to Google Maps). The base institution for each region is the following:

- Asheville – Mission Hospital
- Chapel Hill – UNC Medical Center
- Charlotte – Atrium Health Carolinas Medical Center
- Durham – Duke University Hospital
- Fayetteville – Cape Fear Valley Hospital
- Greensboro – Cone Health Moses Cone Hospital (1121 North Church Street)
- Greenville – ECU Health Medical Center (formerly Vidant Medical Center)
- Raleigh – WakeMed Raleigh Campus
- Wilmington – Novant Health New Hanover Regional Medical Center
- Winston Salem – Novant Forsyth Medical Center

Students are responsible for securing their own housing for experiences located in the Chapel Hill, Durham, and Raleigh regions (AHEC housing is not available in the Triangle area).

Students are responsible for securing their own housing for out-of-state or international experiences (AHEC housing is not available).

### **Immersion Experience:**

Practice site with a commute greater than 60-miles from the student's permanent residence (according to Google Maps). The student's permanent address must be

updated in Rx Preceptor.

## **Application Process**

1. Access the MyAHEC site at <http://my.ncahec.net/>.
2. Create a MyAHEC account.
3. Complete the student housing application.
  - Note: AHEC regions for housing may not be named the same as the School's regions for scheduling. You will need to know the name of the county where your assigned site is located.
  - To determine your AHEC region for your housing request, please see counties served in each AHEC region.
4. Student questions can be submitted to: Ms. Jenny Kaselak at [Jenny\\_Kaselak@unc.edu](mailto:Jenny_Kaselak@unc.edu). Please list Ms. Kaselak as the School's contact on your housing application.

## **Key Information**

- Housing is first come, first served. Apply early as all requests may not be accommodated.
- If a student applies for AHEC housing and housing isn't available, it will be the student's responsibility to arrange and pay for his/her own housing.
- Sites may require a housing agreement and a monetary deposit.
- Housing is randomly assigned. If you wish to room with another student pharmacist, you may request this by contacting the AHEC housing coordinator via email after submitting your housing application.
- Housing assignments are communicated with students approximately 4 weeks prior to the start of your experience. If you do not receive housing details within 4 weeks of your experience start date, please reach out to the housing coordinator.
- Students may arrive no earlier than 1 day prior to the experience start date, and students may depart no later than 1 day following the experience end date.
- Housing may be co-ed with a shared apartment (e.g., common living spaces). Bedrooms within co-ed housing will be separated by gender.
- No pets of any kind or size are allowed in AHEC housing.
- No one may stay in AHEC housing except the student. Exceptions will **NOT** be made for significant others or children.
- There is no obligation to utilize AHEC housing. Students may choose to explore other options before applying for AHEC housing.
- Cancel housing **IMMEDIATELY** through MyAHEC if your plans change. Those reservations not cancelled 5 days prior to arrival may be subject to penalty or fees by the AHEC and/or the School.



## Attendance Policy

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Regular attendance is a student's obligation and expectation. Students are also expected to participate fully in all scheduled activities in class or at their assigned practice site for Immersion or Advanced Immersion Experiences. Students are reminded to consult the First Day of Class policy in the Student Handbook. Students are expected to arrive on time and remain in class or at their assigned practice site until all required activities have been completed and their course instructor or preceptor dismisses them.

### **Examples of Excused Absences**

At the discretion of the course director or primary preceptor, absences from class or immersion experiences may be either approved or unapproved. Examples of approved absences are as follows:

- Medical Necessity
- Authorized University activities or participation in a pre-approved professional activity
- Death of an immediate family member or friend
- Religious activity
- Other extenuating circumstances

All students will be treated fairly and equitably, regardless of the reason for the absence.

### **Absence Notification**

Students are expected to notify their course director (on-campus courses) or primary preceptor of record (Immersion or Advanced Immersion Experiences) as soon as possible, no later than first thing the morning of the absence.



Absences for Pre-Approved Professional Activities: Students must notify their course director or primary preceptor of record at least 2 weeks prior to the start of the class or immersion experience for any planned absence.

### **Make-Up Policy during Immersion or Advanced Immersion Experiences:**

Students may have a maximum of 2 days of approved absences (absences approved by the primary preceptor of record) per calendar month from the practice site. These approved absences do not have to be made up, unless the preceptor determines the learning outcomes of the experience cannot be met without the make-up days. Any approved absences in excess of 2 days per calendar month must be made up in coordination with the primary preceptor of record. Any unapproved absence during the course of an experience will result in a grade of failure.

If a course instructor or preceptor is concerned that a student has missed more than advisable, the instructor may report the concerns to the Office of Experiential Programs.

### **Attendance and Participation:**

Students completing an Advanced Immersion experience during a month historically utilized for job interviews (October for a student applying for fellowships; February for a student applying for residencies)\* or a month noted for attendance at a professional meeting (e.g. December)\* may request to have a maximum of 5 excused absence(s) at the discretion of the preceptor following the School's Attendance Policy (above). Work or make-up hours should be assigned to make up for any days missed beyond 2 days. The primary preceptor of record will approve any day(s) off at their discretion and determine what work or hours will need to be completed.

Students are expected to attend and participate fully in all scheduled activities at the practice site. Students are expected to arrive on time and remain at the site until all required activities have been completed or their preceptor dismisses them. It is expected that students will come to the site with an open mind and be respectful of all pharmacy staff and members of the patient care team.

\*Note – These months are included as a guideline, recognizing that not all interviews and clinical meetings occur during these times. Each student is encouraged to minimize scheduling conflicts between job interviews and Advanced Immersion Experience activities. Each student is encouraged to discuss any interview schedules or meeting attendance with their preceptor as soon as possible before making final scheduling commitments.



## Professional Dress

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Student pharmacists of the UNC Eshelman School of Pharmacy are representatives of the School and the conduct and personal appearance of a student pharmacist reflects how colleagues, patients, and the community view the student pharmacist, the program, and ultimately the pharmacy profession. Attire and behavior should promote a positive impression for the individual student pharmacist and should prioritize the interests of those being served above one's own. Specific dress requirements may be set by various institutions and practice sites. These requirements typically will be included in written course materials; however, it is the responsibility of the student pharmacist to inquire about the dress code. Furthermore, a student pharmacist who is in a professional program and engaged in patient contact must keep in mind that members of the professional community are obligated to maintain an acceptable professional standard.

All student pharmacists must uphold the following guidelines:

- Student pharmacists must wear a pressed, clean, short white lab coat with a UNC Eshelman School of Pharmacy name tag.
- Student pharmacists must wear appropriate business attire.
- Nails should be clean and well-manicured, and of a length that will not interfere with the duties of a pharmacist.
- Jeans, shorts, T-shirts, leather skirts/pants, leggings, clothing that is see-through, clothing that exposes the midriff, low-cut clothing, clothing with frayed hems, etc. are examples of inappropriate dress and are not allowed.
- Hospital scrubs are not permissible unless specifically allowed by the preceptor in defined areas of the clinical site.
- All student pharmacists must always prioritize personal hygiene.
- Perfume or cologne should be worn at a minimum or not at all.
- With the exception of ear piercing, there will be no visible body piercing, including but not limited to tongue piercing, nose piercing, and eyebrow rings/bars.
- Hair should be clean, well groomed, and worn in such a manner that it presents a professional image. Facial hair must be trimmed and kept clean.
- Hats are not allowed.
- Tattoos should not be visible.
- Gum chewing should be avoided at the clinical site.



## Financial Responsibility Policy

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All financial obligations associated with pharmacy education are the responsibility of the student pharmacist. This responsibility also applies to the experiential training program and the expenses that may arise from site-specific requirements including, but not limited to, immunizations and health screenings, drug tests, and/or criminal background checks, as well as other expenditures such as lodging, transportation, food, and any other incidental costs.

The UNC Eshelman School of Pharmacy supports certain expenses associated with use of AHEC housing, though, continued support will depend upon the availability of funds. If a spouse/significant other, children(s) and/or pets accompany a student pharmacist during practice experiences, the student pharmacist will be responsible for all housing arrangements and associated expenses. Spouses/significant others, children and pets may NOT live in student housing provided by AHECs.

Student pharmacists who wish to complete out-of-state experience, global experience, or practice experiences in the Triangle (e.g., Chapel Hill, Durham, and Raleigh) are responsible for all costs related to travel and housing.



## Transportation Policy

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All student pharmacists must have reliable transportation during the months they are completing Immersion or Advanced Immersion experiences. There is no guarantee that sites will be on a bus line or near other student pharmacists who may serve as a carpool. Student pharmacists should be aware that up to a 60-mile commute to a practice site is a reasonable and appropriate commute, per School guidelines. Lack of reliable transportation is not an approved exemption for scheduling or region placement.



## Universal Confidentiality Statement

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As a student assigned to a clinical agency via contractual agreement or Memorandum of Understanding between the UNC Eshelman School of Pharmacy and the agency, you are allowed access to the records of clients or research subjects. Information specific to clients or subjects from any source and in any form, including paper records, oral communication, audio recording, electronic display, and research data files is strictly confidential. Access to confidential clients/subjects information is permitted only in a need-to-know basis.

It is the policy of the UNC Eshelman School of Pharmacy that students of the School shall respect and preserve privacy and confidentiality of clients/subjects information, regardless of the agency to which the student or faculty is assigned. Violations of this policy include, but are not limited to

- accessing information that is not within the scope of your assignment
- misusing, disclosing without proper authorization, or altering patient, subject, or personnel information
- disclosing to another person your sign-on code and password for accessing electronic or computerized records
- using another person's sign-on code and password for accessing electronic or computerized records
- leaving a secured application unattended while signed
- attempting to access a secured application without proper authorization
- failing to properly secure data

Violation of this policy by students of the UNC Eshelman School of Pharmacy as a Contractual Agreement or Memorandum of Understanding, may constitute ground for corrective action up to and including loss of agency privileges, dismissal or termination from the School in accordance with applicable agency, School or University procedures. Violation of this policy by any member of the School's student body may constitute grounds for termination of the contractual relationship or other terms of affiliation between the School and the agency.

Unauthorized release of confidential information may also result in personal, civil, and/or criminal liability and legal penalties.





## Information Security Policy

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### Overview

Information, as here in after defined, in all its forms and throughout its life cycle will be protected in a manner consistent with its sensitivity and value to any agency to which a student or faculty member is assigned via contractual agreement or Memorandum of Understanding between the UNC Eshelman School of Pharmacy and the agency. This protection includes an appropriate level of security over the equipment and software used to process, store, and transmit information.

This policy applies to all information which includes clinical information generated in the context of patient care or clinical research, including, for example, laboratory data, x-ray results, other tests and procedures, and dictated and written notes detailing patient histories and physical exam findings. Such client/subject-related data may be available electronically, or in written form in standard medical records and patient charts. It may be available for individual or groups of clients/subjects. Such information may reside in large central computer databases, such as those maintained by large hospitals and academic health centers where it can be made available electronically to peripheral workstations, such as clinical workstations or peripheral clinical databases maintained by individual agency personnel. It may also reside in databases that are separate from the centrally maintained databases, such as the clinical or research databases that have been developed by certain agency personnel members.

### Scope

The scope of information security is protection of information that is written, spoken, recorded electronically or printed, from accidental or intentional modification, destruction or disclosure. Information will be protected throughout its life cycle (origination, entry, processing, distribution, storage, and disposal).

## Examples of Breaches of Security

### **Accessing information that is not within the scope of your job/role as student.**

- Unauthorized reading of account information
- Unauthorized reading of a client's/subject's chart
- Unauthorized access of personnel file information
- Accessing information that you do not "need-to-know" for the proper execution of your job function

### **Misusing, disclosing without proper authorization, or altering patient or personnel information:**

- Making unauthorized marks on a client's or subject's chart
- Making unauthorized changes to a personnel file or research data files
- Sharing or reproducing information in a client's/subject's chart or personnel file with unauthorized personnel
- Discussing confidential information in a public area such as a waiting room or elevator

### **Disclosing to another person your sign-on code and password for accessing electronic or computerized records:**

- Telling a coworker your password so that he or she can log in to your work
- Telling an unauthorized person the access codes for personnel files or patient accounts

### **Using another person's sign-on code and password for accessing electronic or computerized records:**

- Using a co-worker's password to log into the hospital's computer system
- Unauthorized use of a login code for access to personnel files or client/subject information

### **Leaving a secured application unattended while signed on**

- Being away from your desk while you are logged in an application
- Allowing a coworker to use your secured application for which he or she does not have access after you have logged in

**Attempting to access a secured application without proper authorization:**

- Trying passwords and login codes to gain access to an unauthorized area of the computer system
- Using a coworker's application for which you do not have access after he or she is logged in



## Co-Curriculum

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1. [Overview](#)
2. [Student Organizations](#)
  1. [PharmD Student Organizations](#)
  2. [Heel Life Portal](#)
3. [Student Professional Travel Stipend](#)



## Overview

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The School has many resources to help you make the most of the opportunities for personal and professional growth. The co-curriculum are activities, programs, and learning experiences that complement what students are learning in the formal curriculum. As such, co-curricular activities are typically defined by their separation from academic courses.

The Accreditation Council for Pharmaceutical Education (ACPE) recognizes that what students do and learn outside the formal curriculum can be essential in developing the skills, experience, and knowledge to make you a team-ready and practice-ready pharmacist. ACPE outlines 10 key constructs as need to be addressed within the curriculum or co-curriculum.

1. Problem-solving: the participant identifies problems; explores and prioritizes potential strategies; and designs, implements, and evaluates viable solutions
2. Education: the participant educates or informs a chosen audience by determining the most effective and enduring way to impart information and assess what has been
3. Patient advocacy: the participant represents the patient's best interests through intentional activism, promotion, or
4. Inter-professional collaboration: the participant actively engages as a viable member of a healthcare team by demonstrating sound communication, collaboration, mutual respect, understanding, and values to meet programming or patient care needs
5. Cultural awareness and responsiveness: the participant develops a culturally appropriate skill set (e.g., knowledge, dispositions, etc.) that allows the participant to work seamlessly with diverse individuals and/or teams

6. Communication: the participant effectively communicates verbally and/or non-verbally when interacting with individuals, groups, and organizations
7. Self-awareness: the participant self-examines and self-reflects on personal knowledge, perspectives, lived experiences, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth
8. Leadership: the participant demonstrates responsibility for creating and achieving shared goals, regardless of position
9. Innovation: the participant engages in innovative activities and creative thinking to envision and enact better ways of accomplishing goals or objectives
10. Professionalism: the participant exhibits behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society

The School is putting efforts in place to help students document their co-curricular journey. As a student, we hope you will emphasize quality over quantity, collaborative achievement, professional service and stewardship, and personal responsibility. To assist you in your journal, the co-curriculum plan is simple, live the values of the School (i.e., WE CARE) and document how you address the School's values and this may include, all the activities within our co-curriculum journey. This documentation will be part of, we hope, your portfolio.

The **portfolio** is a living, breathing representation of how students invest their time in curricular and co-curricular experiences. Much like an academic transcript, portfolio catalogs involvement over time – student organizations, national organization, service/outreach, leadership, career development, and the like. In tandem with the academic transcript, the co-curricular transcript paints a clear picture of the comprehensive PharmD experience for each student and serves as a powerful tool for post-graduation searches.



## Student Organizations

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1. [PharmD Student Organizations](#)
2. [Heel Life Portal](#)



## PharmD Student Organizations

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The School supports over 20 recognized professional PharmD student organizations that cover many niche areas of interests for enrolled students. The current list of recognized organizations include:



- Eshelman School of Pharmacy Student Senate
- Academy of Managed Care Pharmacy (AMCP)
- Beyond Clinic Walls – Asheville
- Carolina Association of Pharmacy Students (CAPS)
- Carolina Association of Pharmacy Students – Asheville (ACAPS)
- Christian Pharmacists Fellowship International (CPFI)
- College of Psychiatric and Neurologic Pharmacists (CPNP)
- Global Engagement Organization (GEO)
- Graduate and Professional Honor System
- Industry Pharmacists Organization (IPhO)
- Kappa Epsilon Professional Fraternity
- Kappa Psi Professional Fraternity
- Mentoring Future Leaders in Pharmacy (M-FLIP)
- Pediatric Pharmacy Association (PPA)
- Phi Delta Chi Professional Fraternity (PDC)
- Phi Lambda Sigma Leadership Society (PLS)
- Recruitment Ambassadors Program (RAP)
- Rho Chi Honor Society
- Student Health Action Coalition (SHAC)
- Student National Pharmaceutical Association (SNPhA)
- Student National Pharmaceutical Association – Asheville (SNPhA- Asheville)
- Taking Action by Service (TABS)
- Student College of Clinical Pharmacy (SCCP)

Starting with the first semester in the program at the Student Senate Organization Carnival, PY1s are provided many opportunities to learn about recognized organizations in order to make well informed membership decisions. Each student organization is assigned at least one faculty advisor who works closely with the organizations as it carries out goals and priorities. Students are encouraged to thoughtfully consider membership decisions that most closely align with their passions, interests, and career trajectory.

The PharmD Student Senate is the overall governing body for all enrolled students and recognized student organizations as well as each cohort of elected class officers. More details regarding the PharmD Student Senate – including important policies and procedures – can be reviewed in the Student Senate Constitution located in the [PharmD Student Sakai site](#).



## Heel Life Portal

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UNC Chapel Hill contracts with Campus Labs to provide the Heel Life portal for student organization management. Each recognized student organization is required to administer their organization through the Heel Life portal.



## Student Professional Travel Stipend

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### Student Professional Travel Stipend

Annually, the UNC Eshelman School of Pharmacy Foundation appropriates funding to support student travel to regional and national professional meetings. Attendance at these meetings provides opportunities for personal, career, and professional development of PharmD students. The Office of Student Affairs administers PharmD student travel stipends by utilizing a framework, which includes an application, tier-based approach that aims to:

- Help PharmD students thoughtfully and proactively plan professional travel
- Provide clarity and accountability for how student travel stipends are awarded
- Provide enhanced funding opportunities for students engaged at a national level
- Help the School become efficient stewards of Foundation-sponsored funding

### **Students may receive 1 travel stipend per academic year.**

- The funding year runs July 1 through June 30.
- The application window to submit a travel stipend application is July 1 – April 30.
- Applications must be submitted at least 10 business days before the planned travel.
- Travel reimbursement requests and all required documentation must be submitted within 10 days of completion of the conference.

### Tier 1 Funding

Students may apply for tier 1 funding (enhanced travel priority @ \$400). Tier 1 funding approval will require official documentation of the national level engagement. Tier 1 funding is considered for:

- Students who represent the School as a competition winner at a national conference
- Students who represent the School as a live session presenter at a national conference (peer-reviewed abstract).
- Students who represent the School as an elected office to a national leadership position.
- Note: poster session participation is a tier 2 funding activity.

### Tier 2 Funding

Students will be allowed to apply for tier 2 funding (general travel priority @ \$200). If student applications outpace available funding, then priority will be determined by:

- Students with a poster presentation at a national conference
- Students appointed to a national committee
- PY class standing
- Students serving as an elected or appointed leaders in a recognized student organization.
- Students serving as a committee member within a recognized student organization

To apply for a travel stipend, please complete [this form](#).



## UNC Honor System

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1. [Overview](#)
2. [Honor Code Guidelines](#)
3. [Philosophy](#)
4. [The Honor Code](#)
5. [Rights and Responsibilities](#)
6. [The Instrument](#)
7. [Student Responsibilities](#)
8. [Honor System Structure](#)
9. [Honor System Staff](#)
10. [Honor Court](#)
11. [Honor System Outreach](#)
12. [Honor System Procedures](#)



## Overview

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The Graduate & Professional Honor System's mission is to facilitate every student's commitment to "academic honesty, personal integrity, and responsible citizenship" consistent with the UNC Chapel Hill Honor System philosophy. The UNC Chapel Hill Honor System is a unique self-governing body led and administered by students, in consultation with faculty and staff, which aims to hold their peers to a high standard of conduct, honor, and integrity. The Honor System has both an educational and an administrative responsibility to foster honor and integrity while administering the Honor Code by addressing alleged violations. The Pharmacy Honor System strives to comply with these ideals and protect the interests of the students, faculty, and staff and the integrity of the UNC Eshelman School of Pharmacy. In collaboration with the faculty, staff, and students of the School, the Graduate & Professional Honor System seeks to promote a community in which all students may learn and conduct themselves with honor and integrity.

"These goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; other individuals are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared."  
*An excerpt from the preamble of the Instrument of Student Judicial Governance*



## Premise for the Graduate and Professional Honor System

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The Graduate & Professional Honor System is a process designed to respond to allegations of student misconduct. While there are numerous similarities between the honor system and a court of law, the system is not a criminal court.

The purpose of this system is to protect the academic process and the learning community and to uphold the values of academic and personal integrity. The system also strives to uphold the accused student's right to due process.

Upon enrollment in the University, all students, regardless of their status, agreed to uphold and abide by the Honor Code. This means that they agree to accept the consequences of their actions, should they violate the code.

- **UNC Chapel Hill Instrument of Student Judicial Governance**
- **UNC Chapel Hill Honor Code**
- **Honor System**
- **Committee of Student Conduct**
- **Attorney/Non-Attorney Advocate Plagiarism and Citation Guide**



- **How To Report a Violation**

*The*  
Instrument of  
STUDENT JUDICIAL  
GOVERNANCE



*Amended October 5, 2021*

*The University of North Carolina at Chapel Hill*

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THE INSTRUMENT IS SUBJECT TO CHANGE



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# *The* Instrument of STUDENT JUDICIAL GOVERNANCE

*The University of North Carolina at Chapel Hill*

Effective November 1, 2021

## I. PREAMBLE

This *Instrument* of Student Judicial Governance for the University of North Carolina at Chapel Hill ("*Instrument*") is adopted in furtherance of the University community's shared commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others. These goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; other individuals are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared.

**A. Premises.** This *Instrument*, including the Honor Code and the stated means for its enforcement, is adopted based on the following premises:

- 1. Students' Commitment.** Ideals of academic honesty, personal integrity, and responsible citizenship are essential to the performance of all academic work and all other activities of students while members of the University community. These ideals are embodied in the Honor Code set forth in this *Instrument*, with the support of students, faculty, and staff. Application by a student for admission and subsequent enrollment in the University presupposes a commitment to the principles embodied in the Honor Code. Such action also represents consent to be bound by its terms at any time between a student's application for enrollment and the granting of the student's degree or other termination of enrollment, including the period between academic semesters.
- 2. University Interests.** In keeping with its nature and purpose, the University endeavors to instill in each student a love of learning, a commitment to fair and honorable conduct, and respect for the safety and welfare of others. It also strives to protect the community from those who, for whatever reason, do not embody these values in their conduct, and to protect the integrity of the University and its property for the benefit of all.
- 3. Educational and Other Activities.** The activities of students, as well as other members of the University community outside the classroom, influence the

educational process and learning environment, just as the intellectual atmosphere of the campus contributes to students' growth and development. Many forms of nonacademic conduct, as well as all facets of the academic process, are therefore areas of proper concern and regulation by the University community.

4. **Responsible Exercise of Freedom.** The guiding principle of University regulation of conduct should be that of the responsible exercise of freedom. Members of the University community should be accorded the greatest possible degree of self-determination correlative with the acceptance of the full responsibility for their conduct and the consequences of their actions.
5. **Chancellor's Responsibilities.** The Chancellor remains solely responsible for all matters of student discipline, in accordance with the expectations of the Board of Governors of the University of North Carolina. Nevertheless, the Chancellor has traditionally shared the responsibility of setting basic policy concerning student conduct and applying overarching requirements in individual cases with students and the faculty in order to achieve the University's underlying goals.
6. **University and Broader Community.** The University has a special interest in assuring that students refrain from academic misconduct, respect the safety and welfare of members of the University community, and protect its institutional integrity and resources. The standards for student conduct and the means of enforcement set forth in this *Instrument* are adopted in furtherance of University interests and serve to supplement, rather than substitute for the enforcement of the civil and criminal law applicable at large. Therefore it is not double jeopardy for the University to sanction conduct that is also sanctioned under local, state or federal law.

## **B. Allocation of Responsibility between Faculty, Students, and Administrative Personnel**

1. **Responsibilities of Students and Faculty.** In order to ensure effective functioning of an honor system worthy of respect in this institution, specific responsibilities of students are set forth in this *Instrument* and elaborated upon in Appendix A. Responsibilities of faculty members are articulated by the Faculty Council and embodied in Appendix B. These responsibilities are the minimum expected of members of the student body and the faculty. They are not mutually exclusive, and the failure of a student or a faculty member to live up to the stated expectations does not lessen or excuse any failure of the other to comply with relevant requirements.
2. **Location of Conduct and Reservation of Discretion.** Conduct by students on University premises or the premises of groups affiliated with the University, as well as conduct that occurs elsewhere, may give rise to offenses prohibited by this *Instrument* if University interests are implicated. Violations of campus or University policies, rules or regulations, or federal, state, or local law may result in a violation of the student code of conduct and imposition of student discipline. Determinations of whether such conduct should be addressed pursuant to this *Instrument* in instances in which University interests are implicated are reserved to the discretion of the Student Attorney General and campus authorities with associated responsibilities.

3. **Action Outside of this Instrument.** This *Instrument* is intended to govern the means for imposing disciplinary sanctions on any student for conduct covered under its terms, except to the extent other forms of redress or action are recognized herein. Such forms of redress include civil and criminal law as previously referenced; authority reserved to the Chancellor pursuant to policies established by the Board of Governors or Board of Trustees; and authority assigned by the Chancellor to particular administrative units (such as the Department of Transportation and Parking Services, Department of Housing and Residential Education or the University Cashier) or other appropriate authorities responsible for addressing emergency situations involving danger to members of the University community or other extraordinary circumstances.

## II. OFFENSES UNDER THE HONOR CODE

**A. General Responsibilities.** It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to:

1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

Offenses proscribed by this section include, but shall not be limited to, those set out in Sections II.B. and II.C. Additional guidance concerning the interpretation of Section II of this *Instrument* may from time to time be issued by the Committee on Student Conduct as provided in Section V.E.

**B. Academic Dishonesty.** It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty including, but not limited to, the following:

1. **Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. **Falsification, fabrication, or misrepresentation** of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. **Unauthorized assistance or unauthorized collaboration** in connection with academic work, whether graded or otherwise.



4. **Cheating**, in the form of gaining or attempting to gain an undue advantage on examinations or other academic work, whether graded or otherwise, including but not limited to the following:
  - a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods), or
  - b. Representing another's work as one's own.
5. **Violating procedures pertaining to the academic process**, including but not limited to the following:
  - a. Violating or subverting requirements governing administration of examinations or other academic assignments;
  - b. Compromising the security of examinations or academic assignments;
  - c. Submitting an assignment that is the same as or substantially similar to one's own previously submitted work(s) without explicit authorization of the instructor; or
  - d. Engaging in other actions that compromise the integrity of the grading or evaluation process.
6. **Deliberately furnishing false information** to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.
7. **Forging, falsifying, or misusing University documents**, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.
8. **Violating other University policies** that are designed to assure that academic work conforms to requirements relating to academic integrity.
9. **Assisting or aiding another** to engage in acts of academic dishonesty prohibited by Section II.B.

**C. Student Conduct Adversely Affecting Members of the University Community or the University.** It shall be the responsibility of every student enrolled at the University of North Carolina to refrain from conduct that impairs or may impair the right of all members of the University community to learn and thrive in a safe and respectful environment; or the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University. To these ends, no student or student group shall engage in conduct, or assist another in conduct, that adversely affects or creates a substantial risk of adversely affecting University interests including but not limited to the following:

#### **1. Conduct Affecting Persons**

- a. **Fighting** or other conduct that unreasonably endangers or inflicts physical injury upon another.

- b. **Threats** that involve violation of restraining orders or no-contact orders imposed by government or campus authorities, stalking, or other activities that create a reasonable apprehension of physical or emotional harm to an individual following a request or order to desist.
- c. *[Effective May 11, 2015, this provision is reserved for future codification.]*
- d. **Hazing** that causes or permits an individual, with or without consent, to engage in activities that subject that individual or others to risks of physical injury, mental distress, or personal indignities of a highly offensive nature, in connection with recruitment, initiation, or continued membership in a society, fraternity or sorority, club, or similar organized group, whether or not recognized by the University.
- e. **Possessing or carrying any weapon or dangerous substance**, whether openly or concealed, unless expressly authorized by University policies.
- f. **Operating a motor vehicle:**
  - i. while impaired by alcohol, drugs, or other substances, and/or
  - ii. in a reckless manner so as to create a significant threat to members of the University community.
- g. **Engaging in disorderly, obscene, or recklessly dangerous** conduct affecting University interests, students or other personnel.
- h. **Controlled Substances:**
  - a. Illegally using, possessing, manufacturing, selling, or delivering a controlled substance as defined by state or federal laws or applicable policies of the Board of Trustees or Board of Governors; **or**
  - b. Illegally possessing with intent to manufacture, sell, or deliver a controlled substance as defined by state or federal laws or applicable policies of the Board of Trustees or Board of Governors.
- i. **Engaging in violent, forceful, threatening, intimidating, or disruptive conduct, or inciting others to engage in such individual or collective conduct**, that willfully disrupts any normal operation, function, or activity of the University or any of its organizations, personnel, or guests.
- j. **Engaging in conduct, or inciting others to engage in conduct that improperly restrains freedom of movement, speech, assembly, or access to premises or activities** by any individual who is a member of the University community or guest of the University or of any of its organizations in connection with that individual's performance of legitimate activities or duties within or at the University.
- k. **Engaging in conduct within a University classroom that substantially disrupts the academic environment.**
- l. **Misrepresenting oneself as another** or otherwise adversely interfering with their credit, academic standing, privacy or personal information.
- m. **Misusing, removing, tampering with, or otherwise making less effective, equipment** (including but not limited to, fire extinguishers, fire alarms, smoke detectors, and emergency call boxes) intended for use in improving or protecting

the safety of members of the University community, either on University premises or on the premises of a student organization officially recognized by the University.

- n. **Assisting or aiding another** to engage in acts prohibited by Section II.C.1. of this *Instrument*.

## 2. Conduct Affecting Property

- a. **Stealing, destroying, damaging, or misusing property** belonging to the University or another individual or entity.
- b. **Violating University policies** regarding use or management of resources including but not limited to computers, electronic resources, library resources, equipment, or supplies.
- c. **Forging, falsifying, or misusing** documents, records, identification cards, computers, data, library materials, or other resources created, maintained, or used by the University or members of the University community.
- d. **Trespassing** upon housing units, offices, classrooms, laboratories, or other facilities or unauthorized intrusion into electronic records owned or managed by the University, an affiliated organization, or another member of the University community.
- e. **Assisting or aiding another** to engage in acts prohibited by Section II.C.2. of this *Instrument*.

## 3. Conduct Affecting the Integrity of the University

- a. **Knowingly abusing a position of trust** or responsibility within the University community.
- b. **Disregarding the Honor Code or interfering with the judicial procedures** established under this *Instrument* by refusing to identify oneself to a University official in pursuit of their duty, refusal to appear before University officials or disciplinary bodies when directed to do so, or lying to the Honor Court or judicial officials in the discharge of their duties.
- c. **Violating the terms of disciplinary proceedings** or of any sanction imposed pursuant to such proceedings.
- d. **Using the name of the University** or the names of members or organizations in the University community without authorization.
- e. **Knowingly misrepresenting academic standing, performance, or accomplishments** to members of the University community or others in order to gain an undue advantage.
- f. **Knowingly violating officially adopted University policies designed to protect the integrity and welfare** of the University and members of the campus community.
- g. **Deliberately furnishing false or misleading information** to University personnel acting in the exercise of their official duties.
- h. **Assisting or aiding another** to engage in acts prohibited by Section II.C.3. of this *Instrument*.

4. **Group Offenses.** Societies, clubs, or similar organized groups in or recognized by the University are subject to the same standards as are individual members of the University community. The commission of any offense within this section by such a group or its members acting in concert, or the failure of such a group to exercise preventive measures relative to violations of the Honor Code by its members shall constitute a group offense that may be sanctioned in addition to sanctions imposed for offenses by individual students.

**D. Application to Students Acting in Capacity of University Instructors or Employees.** Where conduct prohibited by provisions of Section II involves a student acting in the capacity of University instructor or employee, such conduct may be addressed under pertinent University policies such as those relating to sexual misconduct, discrimination, harassment, falsification of information, or misuse of University resources, rather than under this *Instrument*, if handling under such applicable University policies is deemed to be more appropriate by responsible University officials in their sole discretion.

### III. SANCTIONS

**A. Guiding Principles.** In keeping with the University's central mission, students who have violated the Honor Code should learn to take responsibility and learn from their mistakes. Student educational development should therefore play a central role in the development and imposition of sanctions pursuant to this *Instrument*. The imposition of sanctions should concern the shared interest of students, faculty, staff, and the greater University in academic integrity, maintenance of a safe and respectful environment conducive to learning, the protection of the University community, and protection of other University interests.

1. **Relevant Factors.** The Honor Court shall take into account the following factors in imposing sanctions:
  - a. **The gravity of the offense** in question including, but not limited to: intent and deliberation involved in committing the offense; implications for other members of the campus community; and University interests impacted by the offense.
  - b. **The value of learning through experience** so as to develop a greater sense of responsibility for one's actions and consequences to others, including, but not limited to: demonstrated sense of responsibility; demonstrated respect for the importance of academic and/or personal integrity; existence of plans to correct the offense and/or prevent future offenses; and any relevant recurring patterns of misconduct.
  - c. **The importance of equitable treatment for similar offenses** including the minimum and usual sanctions and sanctioning guidelines established in Section III of this *Instrument*.
  - d. **Other compelling circumstances.** In some cases, it is appropriate for the Honor Court to consider other factors that would render a sanction unduly punitive, including, but not limited, to, extraordinary personal circumstances of the student; the educational goals of the University; and University interests in a student's participation in the campus community.

2. **Instructor Recommendations.** In cases charged under Section II.B. of this *Instrument*, the course instructor's grade recommendation is binding upon the Honor Court. Instructors are encouraged to consult with relevant Honor System personnel and the sanctioning guidelines in Section III.D. when deciding a grade recommendation. If the instructor declines to make a grade recommendation or is otherwise unable to do so, the Honor Court shall select the grade penalty from within those available under Section III.B.1.a. of this *Instrument*.
3. **Flexibility and Available Sanctions.** The Honor Court may impose any combination of the available sanctions outlined in Sections III.B. or III.C., as well as other sanctions it deems appropriate, provided that the sanctions not conflict with other provisions of this *Instrument*.
4. **The Importance of Honesty.** The Honor Code values the importance of honesty within the University community. If the Honor Court, or any member of the Honor System staff, believes that a student has furnished false information in connection with any and all Honor System proceedings, the matter will be referred to the applicable Student Attorney General, who may charge the student with an additional violation under Section II.C.3.g. or Section II.B.6. of this *Instrument*.

**B. Available Sanctions: Individuals.** The following sanctions alone or in combination may be imposed in connection with offenses under this *Instrument*:

1. **Academic Sanctions including but not limited to the following:**

- a. **Failing Grade.**
  - i. **"XF" Grade.** Receipt of a failing grade in the course designated as an "XF" grade on the student's transcript. Any failing grade in a course that results from academic misconduct shall be designated as an "XF". No sooner than one full semester following assignment of the "XF", a student may petition to have the "X" notation removed from their transcript and the grade converted to an "F". The student's petition shall indicate satisfactory completion of a course of study or other educational requirement focusing on academic integrity and approved, in advance, by the Office of Student Conduct in coordination with the Committee on Student Conduct. A student need not be registered in classes in order to petition to have the "X" designation removed. The "X" designation may not be removed from any future "XF" grade received after the first.
  - ii. **Other Failing Grade.** Receipt of a failing grade in a component or aspect of a course or on an assignment.
- b. **Educational Assignment.** Satisfactory completion of an additional educational assignment, course, or program with or without credit.
- c. **Other Requirements.** Other requirements or conditions designed to assure that prior academic misconduct is remedied and does not recur in the future.
- d. **Implications for Academic Retention of Graduate or Professional School Students.** In the case of graduate or professional school students, the imposition of an academic sanction in the form of a failing grade in a course shall not in itself be grounds for terminating the affected student's enrollment in the academic

program in which the student is enrolled, except when the pertinent academic authorities independently determine that such termination is warranted pursuant to pertinent academic rules and requirements.

## **2. Conduct Sanctions including but not limited to the following:**

- a. **Drug or Alcohol Suspension** including completion of a drug or alcohol education and counseling program, participation in specified forms of community service, and acceptance of such other conditions and requirements as shall be approved by the Judicial Programs Officer.
- b. **Drug or Alcohol Probation** including completion of a drug or alcohol education and counseling program, participation in specified forms of community service, and acceptance of such other conditions and requirements as shall be approved by the Judicial Programs Officer. A refusal or failure to comply with the terms of a drug or alcohol program, as determined by the Vice Chancellor for Student Affairs, will result in suspension for the unexpired term of the probation.
- c. **Behavior Management.** Completion of projects, programs, or requirements designed to help the student manage behavior and understand why it was inappropriate.
- d. **“No Contact” Orders.** Compliance with orders of no contact that limit access to specific university areas or forms of contact with particular persons.
- e. **Community Service.** Completion of up to 60 hours of community service over a period not to exceed twelve weeks under guidelines established by the Judicial Programs Officer.
- f. **Restitution.** Where applicable, payment of restitution in an amount determined by the hearing board and paid under guidelines established by the Judicial Programs Officer.
- g. **Other Requirements.** Where applicable, taking necessary steps to inform affected parties, correct misrepresentations, or otherwise remedy the effects of misconduct.

## **3. Loss of privileges including but not limited to those relating to the following:**

- a. **Participation** on or in:
  - i. Athletic teams (including intramural teams) as a member, coach, or manager;
  - ii. Activities or organizations sponsored by or representing the University;
  - iii. Recruitment of new members, induction in, or continuing membership in any student organization (including but not limited to sororities or fraternities).
- b. **Attendance** at campus events or sports activities.
- c. **Use of University facilities or resources** including but not limited to the following:
  - i. **Parking** an automobile or driving an automobile on campus;
  - ii. **Residing** in University residence units;
  - iii. **Using privileges** relating to information technology, computers, or telecommunications.

- d. **Representation** of the University or its affiliated organizations as a tour guide, intern, researcher, or otherwise.
  - e. **Receipt of special recognition or distinction** including but not limited to the following:
    - i. Any award, prize or other recognition bestowed by the University;
    - ii. A fellowship or assistantship that permits the student to act on behalf of the University (including a teaching position or resident assistantship, but not forms of financial aid based on need or merit).
4. **Penalties of Record** that are reflected both on a student's academic transcript (during the period they remain in effect) and in a student's disciplinary records provided under governing policies, including the following:
- a. **Disciplinary Probation** for a definite or indefinite period, including probation with associated conditions or requirements. Probation means that a student may remain at the University but may be required to satisfy specified conditions or requirements, report regularly to the Judicial Programs Officer, and be barred from holding any office or participating in any activity in which the student represents the University or University-recognized student organizations either within or outside the University community. The sanction of probation prohibits graduation until the period of probation has ended and the student has complied with all requirements as established by the Honor Court and the Judicial Programs Officer.
  - b. **Disciplinary Suspension** including the following forms of suspension with associated conditions or requirements:
    - i. **Suspension for a Definite or Indefinite Period** means that the student is removed from good standing and must leave the University for a definite or indefinite period. Suspension anticipates that the student may eventually return if applicable conditions are satisfied. Academic work completed at another institution during a period in which a student is under suspension from the University may not be transferred toward the degree, but applicable health care or insurance benefits may be continued.
    - ii. **Permanent Suspension from the University of North Carolina at Chapel Hill** means that the student is removed from good standing and must leave the University permanently without an expectation that the student may eventually return to the Chapel Hill campus. A student permanently suspended from the campus is not barred from seeking admission to another UNC system university, if that university wishes to permit such application following disclosure of the student's disciplinary record at UNC-Chapel Hill. Permanent suspension may only be imposed with the concurrence of the Chancellor and will remain in effect until the Chancellor who imposed or approved the sanction or the Chancellor's successor concludes on the basis of the former student's petition and any supportive documentation that the individual should be given a new opportunity to pursue higher education at UNC-Chapel Hill.
  - c. **Expulsion** if approved by the Chancellor. Expulsion means that a student is removed from the University permanently and may not be admitted to any UNC system university, unless and until the Chancellor who imposed or approved the sanction or the Chancellor's successor concludes on the basis of the former student's

petition and any supportive documentation that the individual should be given a new opportunity to pursue higher education within the UNC system.

5. **Written warning** in the form of an official reprimand that is formally communicated by a letter giving the student notice that any subsequent Honor Code violation will carry more serious sanctions.

**C. Additional Sanctions: Group Violations.** In addition to the imposition of sanctions on individual students, where appropriate, the following group sanctions may be imposed in connection with violations of this *Instrument*:

1. **Written warning** in the form of an official reprimand that is formally communicated by a letter to the group, its advisers and members, giving notice and warning that any subsequent Honor Code violation will carry more serious sanctions.
2. **Conduct sanctions** including but not limited to the following:
  - a. **Educational activities** such as presentations or completion of projects, programs or requirements designed to understand the nature and implications of the misconduct and prevent similar misconduct from arising in the future.
  - b. **Community service** such as completion of specified service programs or projects on or off campus within a specified period.
  - c. **Payment of restitution**, if applicable.
  - d. **Other requirements.** Where applicable, taking necessary steps to inform affected parties, remedy the effects of misconduct, prevent similar conduct from arising in the future, or comply with other requirements or conditions.
3. **Loss of group privileges** including but not limited to the following:
  - a. **Activity restrictions** prohibiting the group from sponsoring any organized social activity, party, or function for a specified period of not less than four weeks of a regular academic term, or otherwise limiting group activities (other than seeking and adding members) for a specified period.
  - b. **Restrictions on participation** in intramural competitions or other activities or events sponsored by the University or University affiliated organizations.
  - c. **Restrictions on use** of University facilities for meetings or other activities.
  - d. **Loss of such other privileges as deemed appropriate** to deter future misconduct.
4. **Sanctions Affecting Group Status or Charter.** The following sanctions may be imposed:
  - a. **Group probation**, which restricts group activities and privileges (other than seeking and adding members) for a specified period of time, upon pain of immediate restriction or revocation of the group's charter or status as a University-affiliated or recognized organization in the event of repeated violations during the period of the sanction.



- b. **Restricted status**, which restricts a group's charter, temporarily removes a group's status as recognized or affiliated with the University, or imposes related restrictions on recruitment or addition of members, sponsoring or conducting events in the University community, or enjoyment of privileges other than the right to continue to occupy or hold property for a period of one semester in addition to the semester in which the offense occurred.
- c. **Revocation of group charter or affiliation** including permanent removal of University recognition for the group in question, if approved by the Chancellor.

#### D. Gravity of Offenses

1. **Usual and Minimum Sanctions.** In determining the appropriate sanction to be imposed in individual cases, consideration shall be given to usual and minimum sanctions specified in this section as well. For purposes of this *Instrument*, "usual" sanctions are those that are to be applied in individual cases except to the extent that relevant factors listed in Section III.A. provide a compelling basis for imposition of a lesser or greater sanction in order to do justice in a particular case. "Minimum sanctions" are the least serious sanction possible in light of the gravity of the conduct in question, although a more substantial sanction may be imposed in order to do justice in a particular case.

#### 2. Academic Dishonesty

- a. **For an initial instance of academic dishonesty**, the minimum sanction shall be a failing grade in the course, component or aspect of the course, or on that assignment as recommended by the instructor; an additional educational assignment or other requirements as appropriate; and a written warning that further academic misconduct will lead to more serious sanctions.
- b. **For a second or subsequent instance of academic dishonesty**, a sanction shall be determined as provided in III.D.5.
- c. **Sanctioning Guidelines for Academic Dishonesty Cases.** The sanctioning chart below exists to provide a starting point for discussion during the deliberation of appropriate sanctions by the Honor Court. Because the Honor Court must consider all four relevant factors described in Section III.A.1. of this *Instrument*, this chart should not be viewed as an assurance or predictor of sanctions in individual cases. The Honor Court may deviate from any usual sanction described in the chart based on other aspects of the gravity of the offense, the value of learning, the importance of equitable treatment, or other compelling circumstances. Neither adherence to nor deviation from the usual sanctions established in this chart alone shall constitute grounds for appeal under Section I.1.b.ii. of Appendix C.
- d. **Academic Sanctioning Chart – Usual Sanction.** For purposes of this section, "usual sanction" does not indicate the sanction that will be imposed in the majority of cases. "Usual sanction" refers to the sanction that will be imposed unless a majority of the hearing panel finds compelling reason to deviate from the usual sanction based on the Relevant Factors established in Section III.A.1. of this *Instrument*.

CATEGORY	DESCRIPTION	USUAL SANCTION
<b>Minimal</b>	The student committed academic dishonesty that did not have the potential to (a) allow academic work to be subverted and/or (b) give an undue advantage over other students.	Instructor's recommended grade sanction, a written letter of warning, and an educational assignment or written apology.
<b>Moderate</b>	<i>The student committed academic dishonesty that (a) allowed academic work to be subverted and/or (b) gave or had the potential to give an undue advantage over other students.</i>	Instructor's recommended grade sanction and at least one semester of disciplinary probation.
<b>Major</b>	The student (a) allowed a substantial amount of academic work to be subverted and/or (b) gave or had the potential to give a substantial undue advantage over other students.	Instructor's recommended grade sanction and one semester of disciplinary suspension.

### 3. Conduct Adversely Affecting Persons

- a. **For illegally using, possessing, manufacturing, selling, or delivering a controlled substance** as defined by state or federal law, sanctions established by relevant policies of the Board of Trustees, including as specified, drug probation, suspension, or expulsion, depending upon the gravity of the offense and prior history of misconduct.
- b. **For operating a motor vehicle while impaired by alcohol, drugs, or other substances,**
  - i. The **usual sanction** shall be drug or alcohol suspension for at least one full academic semester.
  - ii. The **minimum sanction** shall be probation for at least one full academic semester.

4. **Group Offenses.** In instances in which a group has committed a violation of the same type within a period of two years for which a written warning was issued, the minimum sanction shall be group probation.
5. **Repeat Offenses.**
  - a. For offenses of the same or similar type:
    - i. The usual sanction shall be suspension for at least one academic semester, and
    - ii. The minimum sanction shall be a sanction that is more severe than the sanction in the previous case
  - b. When considering repeat academic violations, the Court shall consider any prior academic offenses as similar offenses. When considering repeat academic violations, any prior conduct violations could be considered prior violations if the panel determines them to be of same or similar type.
  - c. When considering repeat conduct violations, the Court shall consider any prior conduct or academic offenses as same or similar offenses if the panel determines them to be of similar type.
  - d. Violating sanctions imposed by the Honor Court is considered similar to the violation for which the sanctions were originally imposed.

## **E. Administration of Sanctions**

1. **Duration and Effective Date.** The duration and effective date of sanctions shall be determined by the hearing panel. A sanction specified to extend over an academic semester means a semester within the academic year and does not include summer sessions. If a timely appeal is filed as provided in Appendix C, no sanction shall take effect until such time as the relevant appeal has been withdrawn or has been finally determined and a decision rendered by the University Hearings Board or, in applicable cases, by the Chancellor or the Chancellor's designee. When, because of an appeal, a sanction of suspension or expulsion becomes effective during the middle or at the end of a semester or term, the student shall receive no credit for any courses undertaken or completed in the semester or term in which the judgment of the hearing panel was initially rendered. Students who have been expelled or suspended from the University are granted 96 hours from the time the sanction becomes effective to depart from the campus. Sanctions of record (expulsion, suspension, and probation) shall be entered on the student's transcript by the Dean of Students following conclusion of any relevant appeals.
2. **Review.** A student who is placed on definite or indefinite probation or suspension may be required to meet periodically with the Judicial Programs Officer.
3. **Removal of Sanctions.** Upon completion of the requisite period, a student who has satisfied any pertinent conditions or requirements may submit a formal petition requesting removal of a probationary sanction or reinstatement following suspension. The petition shall be reviewed by the Judicial Programs Officer who shall prepare a recommendation, and submit the matter for determination by the appropriate court. The court shall consider the student's petition as soon as practicable.

4. **Records of Student Discipline.** Only disciplinary cases pending and currently active sanctions of probation, suspension, or expulsion shall be noted as part of a student's transcript. Records of all disciplinary actions and sanctions imposed pursuant to this *Instrument* shall be maintained by appropriate offices in the Division of Student Affairs as part of a student disciplinary record separate from the transcript and shall be retained for a period of 10 years from the date on which all appeal rights have expired or have been exhausted, and thereafter destroyed, unless destruction at the end of a lesser period shall be permitted in accordance with a disciplinary records retention policy adopted by the Chancellor upon recommendation by the Committee on Student Conduct as provided in Section V.E. Files on pending cases will be maintained indefinitely. Disciplinary files and records of cases that resulted in "not guilty" findings shall be destroyed immediately. Recordings or transcripts of judicial hearings in which an accused student is found guilty shall be retained for 12 months following the conclusion of any available appeal and then destroyed.

#### **IV. Procedural Rights of Students and Complainants**

**A. Rights of the Accused Student.** A student accused of a violation of the Honor Code under Section II of this *Instrument* shall have the following rights:

1. **Information and Informed Choices.** The right to examine this *Instrument*; to be advised of the charge, the character of the evidence against the accused student, the alternatives for responding, the possible sanctions, their rights, and their responsibilities to appear for relevant proceedings; and to make choices of the student's own free will, including the choice to waive any rights provided by this *Instrument* after receiving an explanation of the possible consequences so long as any such waiver is made in writing.
2. **Presumption of Innocence.** The right to be presumed innocent until proven guilty, and to plead not guilty without fear that the plea itself (as distinct from any related lies or misrepresentations) may give rise to a charge of lying should the student be found guilty of violating the Honor Code.
3. **Counsel<sup>1</sup>.** The right to an assigned student counsel or a student counsel of the accused student's own choosing, provided that neither a licensed attorney nor a person who has passed a state bar examination may serve as the investigator or defense counsel or be present during proceedings. Only currently enrolled undergraduate students at UNC-Chapel Hill may serve as investigator or defense counsel in cases involving undergraduate students and only currently enrolled students, preferably from within the pertinent academic program, may serve

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<sup>1</sup>In accordance with N.C.G.S. 116-40.11, for allegations of misconduct received by the University on or after August 23, 2013, any student or student organization accused of violations outlined in section II.C. of the *Instrument* may be represented, at their own expense, by a licensed attorney or non-attorney advocate of their own choosing. This provision shall not apply to cases heard by a student Honor Court (i.e., a board or panel that is composed entirely of students). Students or student organizations that choose to have a licensed attorney or non-attorney advocate represent them must notify the Office of Student Conduct, in writing, of the attorney's or non-attorney advocate's participation in the Honor System process at least five business days prior to any hearing. The notice must specify (a) the identity of the licensed attorney or non-attorney advocate; (b) whether the individual is a licensed attorney or a non-attorney advocate; and (c) current contact information (e.g., address, email, and phone) for the attorney or non-attorney advocate. In addition, the student or student organization must complete and submit a written authorization that meets the requirements of a valid consent as specified by the

as investigator or counsel to the accused student in cases involving graduate or professional students. However, in the event the offense charged is also the subject of criminal charges, the accused student may be accompanied to the hearing by a licensed attorney who may confer with the student during the hearing so long as the attorney does not address the hearing panel, those hearing the appeal, or other parties or witnesses, and so long as the attorney does not delay or disrupt the proceeding.

4. **Fair Hearing.** The right to a fair, impartial, and speedy hearing, including a separate hearing upon request.
5. **Self-Incrimination.** The right to refuse to respond to questions that would tend to be self-incriminating.
6. **Evidence and Witnesses.** The right prior to the hearing to review written evidence and obtain a list of anticipated witnesses; to hear or face witnesses testifying against the accused student and question any material witnesses; to challenge and rebut any evidence or written testimony; to present material and character witnesses; and to testify and present evidence in the accused student's own behalf provided that such evidence is relevant to the charge or other evidence presented and does not otherwise infringe the rights of other students.
7. **Proof that is Clear and Convincing.** The right to have an alleged offense proven by evidence that is clear and convincing, where "clear and convincing" means that the evidence is substantially more likely to be true than not and that the panel has a firm belief or conviction in it.
8. **Appeals and Rehearing.** The right to pursue a subsequent appeal to the extent specified in this *Instrument* and to be free from rehearing under this *Instrument* for the same offense after being found not guilty, except to the extent that a new hearing may be required on an original charge pursuant to Appendix C.

**B. Rights of the Complainant.** A complainant who asserts that an accused student has violated the Honor Code shall have the following rights:

1. **Notification.** In accordance with the Federal Family Educational Rights and Privacy Act (FERPA), in cases of alleged academic misconduct, the complainant has the right to be notified of the outcome of the case if the complainant has a legitimate educational interest in the outcome. A complainant who is an alleged victim of an offense that involves the use, attempted use, or threatened use of physical force against the person or property of another, or is a felony that, by its nature, involves a substantial risk that physical force may be used against the

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Family Educational Rights and Privacy Act (FERPA). At least five business days prior to any hearing, the attorney or non-attorney advocate shall provide a signed certification affirming that they have read and understand (1) The *Instrument* of Student Judicial Governance, (2) Section 700.4.1 of the UNC Policy Manual, and (3) Information for Attorneys and Non-Attorney Advocates Participating in the Honor System. All documents are available from the Office of Student Conduct ([studentconduct.unc.edu](http://studentconduct.unc.edu)).

A student or student organization that chooses to be represented at any hearing by a licensed attorney or non-attorney advocate may also be assigned a trained student counsel to serve in an advisory capacity. However, unless otherwise provided in the *Instrument*, the student or student organization may be accompanied to the hearing and represented by only one individual (licensed attorney, non-attorney advocate, or student counsel)."

person or property of another in the course of committing the offense, has the right to be notified of the following matters, pursuant to FERPA and policies of the University Board of Governors: the name of the student assailant, the violation charged or committed, the essential findings supporting the conclusion that the violation was committed, the sanction if any imposed, the duration of the sanction, and the date the sanction was imposed.

2. **Privacy.** The right to have their name or other personally identifiable information withheld from release to the public, the press, or others who are not directly involved in the case, by members of the Student Attorney General's staff, any student court or University Hearings Board, or the Office of the Vice Chancellor for Student Affairs.
3. **Comments and Recommendations.** The right to challenge or to request the Student Attorney General's office to challenge the qualifications of any member of a student court or University Hearings Board to hear the case; the right to recommend the forum in which the case should proceed as specified in Appendix C; the right to make a written or oral statement during the sanctioning phase of a hearing; and the right to notice and an opportunity to make an oral or written statement in any proceeding for the removal of a sanction of indefinite suspension or indefinite probation in a case involving a student against whom the complainant filed a complaint.
4. **Presence.** The right to be present during court proceedings except during court deliberations, the announcement of the judgment, the sanctioning phase or any appellate proceedings as provided in Appendix C.
5. **Additional Rights in Certain Cases.** In certain types of cases, the complainant shall have additional rights as stated below.
  - a. **Academic Dishonesty.** The right of an instructor to recommend a failing grade (from within the options set forth in Section III.B.1. of this *Instrument*), and to have the recommended penalty imposed in the event that the accused student is found guilty as charged.
  - b. **Other Conduct Involving Injuries to Persons.** In offenses involving other forms of conduct resulting in injuries to persons under Section II.C.1., the right to be present, except for any court deliberations (during an original hearing, evidentiary proceeding, or appellate proceeding), to the extent permissible under pertinent state and federal law.

**C. Additional Student Rights.** From time to time, additional student rights may be created or recognized by the University, including rights to privacy and free expression set forth in Appendix D.

## V. HONOR SYSTEM OFFICERS, RESPONSIBILITIES, AND STRUCTURES

### A. Student Honor System Officers

#### 1. Undergraduate Honor System

##### a. Undergraduate Student Attorney General

i. **Appointment and Qualifications.** The Office of the Undergraduate Student Attorney General shall be led by the Undergraduate Student Attorney General, who shall be appointed by the Student Body President, with the approval of the Undergraduate Senate, during the spring semester and shall serve a term of 12 calendar months from date of appointment or until a successor has been appointed. Only undergraduate students who have attained at least second semester sophomore status and who have at least two semester's experience on the Student Attorney General's staff shall be eligible for appointment.

ii. **Duties.** The Undergraduate Student Attorney General and members of the Attorney General's staff, shall be responsible for performing the following functions:

- 1) **Recruitment, appointment, training, certification, and oversight of members of the Undergraduate Student Attorney General's Staff.** The staff of the Undergraduate Student Attorney General shall be responsible for investigating all alleged violations of the Honor Code by undergraduate students, providing defense counsel as requested, and presenting matters to the Honor Court for resolution. In making staff appointments, the Undergraduate Student Attorney General should endeavor to assemble a staff whose diversity reflects that of the student body as a whole. In the event of disagreement between the Attorney General and the Vice Chancellor for Student Affairs concerning training or certification, the issue shall be decided by the Committee on Student Conduct.
- 2) **Review and investigation of alleged violations of the Code of Student Conduct.** The Undergraduate Student Attorney General or the Student Attorney General's designee shall receive complaints of all alleged violations by undergraduate students; investigate such complaints to determine whether there is sufficient evidence to refer the incident to the Honor Court; formulate and bring charges; advise students to be charged concerning their rights, the availability of counsel, and procedures to be employed; bring charges to the Honor Court; and respond to appeals as necessary.
- 3) **Contribution to cooperative efforts to strengthen the campus Honor System.** In cooperation with other members of the Honor System Outreach Coordinator Search Committee, the Undergraduate Student Attorney General shall recommend to the Undergraduate Student Body President one or more qualified candidates to serve as Honor System Outreach Coordinator. The Undergraduate Student Attorney General shall also serve as an appointed or ex officio member of the Committee on Student Conduct, foster cooperation between the Student Attorney General's Office and the Office of the Undergraduate Honor Court, work closely with the Faculty Advisory Panel on the Honor System, and advise the Judicial Programs Officer, Vice Chancellor

for Student Affairs, Chancellor, and Chair of the Faculty about matters relating to the Honor System and Honor Code.

**b. Office of the Undergraduate Honor Court**

**i. Appointment and Qualifications**

- 1) **Undergraduate Honor Court Chair.** The Office of the Undergraduate Honor Court shall be led by the Undergraduate Honor Court Chair, who shall be appointed by the Undergraduate Student Body President, with the advice of the outgoing Chair and Vice Chairs, and shall be confirmed by Undergraduate Senate, during the spring semester to serve for a term of 12 calendar months or until a successor has been named. The Chair shall have attained at least second semester sophomore status and have at least a full two semester's experience on the Undergraduate Court prior to selection in the Spring semester.
- 2) **Undergraduate Honor Court Vice Chairs.** The Honor Court Chair may be assisted by a minimum of two vice chairs or additional vice chairs as the Committee on Student Conduct determines to be necessary for it to conduct its business. Vice Chairs shall have attained at least second semester sophomore status and have at least a full semester's experience on the Undergraduate Court prior to selection. Vice Chairs shall be selected by election among the members of the Undergraduate Honor Court during the spring semester and serve for a period of 12 months or until successors have been named.
- 3) **Members of the Undergraduate Honor Court.** The Undergraduate Honor Court shall be composed of a minimum of 25 undergraduate students (including the chair and vice chairs) or a larger number recommended by the Committee on Student Conduct as necessary to conduct the Court's business. Members shall be appointed by the Undergraduate Student Government President, and approved by the Undergraduate Senate. Before hearing cases, members will have been members of the academic community for at least a full semester. Members of the Court shall be recommended during the fall semester by a nominating committee composed of the Chair and Vice Chairs, and experienced Court members from among a pool of candidates who are current members of the academic community. In reaching its recommendations, the nominating committee shall consider the candidacy of any interested undergraduate student; endeavor to recruit candidates whose diversity reflects that of the student body as a whole; conduct interviews and evaluate personal qualifications using criteria designed to assure effective operation of the Court. Members shall be appointed for a 12-month term and shall serve until successors are named.

**ii. Duties of the Chair and Vice Chairs.** The Chair of the Undergraduate Honor Court and Undergraduate Honor Court Vice Chairs shall be responsible for the following duties:

- 1) **Recruitment, nomination, training, certification, and oversight of members of the Undergraduate Honor Court.** Members of the Honor Court may not sit on a hearing panel until they have been found to be knowledgeable concerning the regulations, provisions, procedures, sanctions, and functioning of the Honor System as delineated in this *Instrument*, and accordingly certified as "qualified" by the Chair of the Undergraduate Honor Court and



the Vice Chancellor for Student Affairs. In the event that the Chair and the Vice Chancellor for Student Affairs disagree over procedures for certification, the issue shall be decided by the Committee on Student Conduct.

- 2) **Administration of the Honor Court.** The Chair shall assign hearing panels composed of the Chair or a Vice Chair (as presiding officer) and the requisite number of Court members to conduct hearings and to serve on University Hearings Boards. The Chair shall make such assignments by random selection using a separate presiding officer pool (composed of the Chair and Vice Chairs) and a panel member pool (composed of the remaining members of the court). The Chair shall also perform such other duties as may be appropriate consistent with this *Instrument*.
- 3) **Contribution to cooperative efforts to strengthen the campus Honor System.** In cooperation with other members of the Honor System Outreach Coordinator Search Committee, the Chair of the Undergraduate Honor Court shall recommend to the Undergraduate Student Body President one or more qualified candidates to serve as Honor System Outreach Coordinator. The Chair of the Undergraduate Honor Court shall also serve as an appointed or ex officio member of the Committee on Student Conduct, foster cooperation between the Student Attorney General's Office and the Office of the Undergraduate Honor Court, work closely with the Faculty Advisory Panel on the Honor System, and advise the Judicial Programs Officer, Vice Chancellor for Student Affairs, Chancellor, and Chair of the Faculty about matters relating to the Honor System and Honor Code.

### c. Honor System Outreach Coordinator

#### i. Appointment and Qualifications.

- 1) **Appointment.** The Office of Honor System Outreach shall be led by the Honor System Outreach Coordinator, who shall be appointed by the Student Body President, with the advice of the Honor System Outreach Coordinator Search Committee, and with confirmation by the Undergraduate Senate and the Graduate and Professional Student Federation Senate. Candidates for this position may be drawn from the general student body and from students who have served in the Honor System, and shall have extensive knowledge of the Honor System. Candidates from the undergraduate student body shall have attained at least a second semester sophomore status, and candidates from the graduate and professional student body shall have completed at least one full academic year of study. Among candidates otherwise equally well-qualified for the position, preference shall be given to candidates who have at least two semesters' experience as members of the Office of Honor System Outreach. The Honor System Outreach Coordinator shall serve a 12-month term or until a successor is selected.
- 2) **Honor System Outreach Coordinator Search Committee.** The Honor System Outreach Coordinator Search Committee shall be chaired by the outgoing Honor System Outreach Coordinator, and shall additionally include the outgoing Undergraduate Student Attorney General, the outgoing Graduate and Professional Student Attorney General, the outgoing Undergraduate Honor Court Chair, the outgoing Graduate and Professional Court Chair, the outgoing Graduate and Professional Student President, and a member of the Office of Student Conduct. The member of the Office of Student Conduct will serve as an ex officio member of the committee.

- ii. **Duties.** The Honor System Outreach Coordinator and members of the Honor System Outreach Staff, shall be responsible for performing the following functions:

- 1) **Recruitment, appointment, training, and oversight of Honor System Outreach Members.** The Honor System Outreach Coordinator shall make staff appointments of Honor System Outreach members, and shall oversee the recruitment, training, and outreach efforts of Honor System Outreach members. In making staff appointments, the Honor System Outreach Coordinator should endeavor to assemble a staff whose diversity reflects that of the student body as a whole.
- 2) **Coordination and Promotion of Outreach Activities.** The Honor System Outreach Coordinator shall coordinate and promote outreach activities by the Office of the Honor System; work with the Faculty Honor System Advisory Committee to improve information and education relating to academic integrity issues; work with the student government and other student organizations to foster information and education regarding student conduct issues; and such other related coordination and outreach activities as may be appropriate after consultation with the Undergraduate Student Attorney General, Office of the Undergraduate Honor Court, the Graduate and Professional Attorney General, the Graduate and Professional Honor Court Chair, the Graduate and Professional Honor System Outreach Officer, the Judicial Programs Officer, the Dean of Students, and the Committee on Student Conduct. The Honor System Outreach Coordinator shall also serve as an appointed or ex officio member of the Committee on Student Conduct.

## 2. Graduate and Professional Honor System

- a. **Graduate and Professional Honor System.** The graduate student governance agency shall appoint a Graduate and Professional Attorney General and Graduate and Professional Honor Court Chair in accordance with its governance and judicial structures. The Graduate and Professional Honor System shall be responsible for charges against students enrolled in a degree program in the University's Graduate or Professional Schools or any course in post baccalaureate study except as provided in Section V.A.2.b. Except as provided in Appendix C, all other sections of this *Instrument* shall apply.
- b. **Graduate and Professional Attorney General.** Only Graduate or Professional students in good standing at the University who have at least one semester of experience on the Graduate and Professional Attorney General's staff shall be eligible for appointment to the Graduate and Professional Attorney General position. The Graduate and Professional Attorney General shall also serve as an appointed or ex officio member of the Committee on Student Conduct; foster cooperation between the Graduate and Professional Attorney General's Office and the Office of the Graduate and Professional Honor Court; work closely with the Faculty Advisory Panel on the Honor System; and advise the Judicial Programs Officer, Vice Chancellor for Student Affairs, Chancellor, and Chair of the Faculty about matters relating to the Honor System and Honor Code.
- c. **Graduate and Professional Honor Court Chair.** Only Graduate or Professional students in good standing at the University who have at least one semester of experience on the Graduate and Professional Honor Court staff shall be eligible for appointment to the Graduate and Professional Honor Court Chair position.

- d. **Graduate and Professional Honor System Outreach Officer.** The incoming Honor System Outreach Coordinator, with advice from the Graduate and Professional Honor System Outreach Officer Search Committee, shall appoint a graduate or professional student candidate to serve as Graduate and Professional Honor System Outreach Officer. Among candidates otherwise equally well-qualified for the position, preference shall be given to those candidates who have served for at least one semester in the Office of Honor System Outreach. The Graduate and Professional Honor System Outreach Officer shall work closely with and shall report to the Honor System Outreach Coordinator in working to address the unique needs of the graduate and professional student body as related to Honor System Outreach. The Graduate and Professional Honor System Outreach Officer shall serve a 12-month term or until a successor is selected.
- i. The Graduate and Professional Honor System Outreach Officer Search Committee shall be chaired by the incoming Honor System Outreach Coordinator, and shall additionally include the incoming Graduate and Professional Student Attorney General, the incoming Graduate and Professional Court Chair, the incoming Graduate and Professional Student Federation President, and a member of the Office of Student Conduct. The member of the Office of Student Conduct will serve as an ex officio member of the committee.”

#### **e. Honor Systems for Graduate Students Enrolled in Designated Professional Schools**

- i. The student government agencies and academic authorities of designated professional schools may request authorization to appoint a professional school attorney general and the chair and members of a professional school honor court and to operate a judicial system responsible for operation of the Honor System as it applies to students enrolled in post-baccalaureate programs, within the requesting professional school. A professional school requesting such authority must file a proposal with the Committee on Student Conduct describing the proposed judicial system, arrangements for its operation, and the need for its establishment. After consultation with the affected parties, the Dean of Students, and the graduate student governance agency, the Committee on Student Conduct may recommend that this *Instrument* be amended to authorize the establishment of the proposed professional school honor court, in accordance with procedures set forth in Section VII.B. of this *Instrument*. Except as provided in Appendix C, all other sections of this *Instrument* shall apply to all professional school judicial systems applicable to post-baccalaureate students. Designated professional schools include the Schools of Dentistry, Law, Pharmacy, Business, and Medicine.

### **B. Faculty Honor System Advisory Committee**

- 1. **Appointment.** The Chair of the Faculty shall appoint a five-member Faculty Honor System Advisory Committee, drawn from faculty members with interest and experience concerning the campus Honor System. In making the requisite appointments, the Chair of the Faculty shall take into account recommendations by the Undergraduate Student Attorney General, the Chair of the Undergraduate Honor Court, and the Graduate and Professional Attorney General. In making appointments, the Chair of the Faculty should strive to maintain a committee that is broadly representative (in terms of academic units and faculty rank) and possesses relevant expertise (such as experience with legal systems, knowledge of undergraduate and graduate-level issues, experience with instructional

development, and awareness concerning the operation of the Honor System). Members of the advisory committee shall serve for overlapping three-year terms or until their successors have been appointed.

2. **Duties.** The Faculty Honor System Advisory Committee shall have the following duties: providing advice when appropriate to the Undergraduate Attorney General and Graduate and Professional Attorney General regarding difficult academic charge decisions; communicating to student judicial officers information regarding faculty concerns or suggestions for improvement of the Honor System; assisting the student judicial officers with outreach and educational activities to involve academic departments and the greater campus community in discussion of issues of honor and integrity; assisting in the development of training materials for use in the Honor System; serving as a source of expertise and advice on educational sanctions; and such other duties as may be appropriate to bolster the effectiveness and smooth operation of the Honor System.

**C. Faculty Hearings Boards Panel.** The Chair of the Faculty, in consultation with the Chair of the Committee on Student Conduct, shall establish a standing panel of at least 50 faculty members, whose interest and expertise qualifies them for service on University Hearings Boards charged with responsibilities to hear original or appellate matters and on Honor Court panels as described in Section E.1.a. of this *Instrument*. The Faculty Hearings Boards Panel should be drawn from a cross-section of departments, disciplines, and ranks of faculty in order to provide a diverse and representative pool of faculty who are known and respected by their peers. Graduate students at the University who also act in undergraduate instructor roles are eligible for membership on the faculty panel. Appointments to the Faculty Hearings Board Panel shall be for three years. After selection, all members of the Faculty Hearings Boards Panel must meet the qualifications of Student Honor Court members as described in Section V.A.1.b.ii.1. shall be provided relevant training concerning the operation of the campus honor system and other related matters.

**D. Judicial Programs Officer.** The Vice Chancellor for Student Affairs shall provide requisite resources and appoint necessary personnel to support the Honor System, including a Judicial Programs Officer who shall perform the following functions:

1. **Coordinator.** Serve as the designate of the Vice Chancellor for Student Affairs in coordinating and advising the Honor System.
2. **Adviser.** Provide reports, monitor data, evaluate and apprise the Vice Chancellor for Student Affairs, the Committee on Student Conduct, and other University officers of matters regarding student conduct and the Honor System.
3. **Supervisor.** Supervise compliance with conditions and requirements imposed upon students and groups subject to disciplinary sanctions, including, as appropriate, scheduling mandatory conferences with students placed on probation and with student officers of organizations with an active sanction, overseeing compliance by students and student organizations with the terms of disciplinary sanctions, and providing reports and recommendations to the courts concerning removal of sanctions.
4. **Trainer.** Provide support and oversight of training of Court members, Student

Attorney General's staff, and faculty members serving as members of the Honor System Advisory Committee and University Hearings Boards.

5. **Outreach and Program Planner.** Work with students, faculty, and staff, to develop strategies, materials, resources, and programs to inform members of the University community about the Honor Code and Honor System.

## E. Committee on Student Conduct

1. **Appointments and Terms.** The Committee on Student Conduct ("COSC") shall be composed of three persons appointed by the Chancellor, three members of the faculty selected by the Chair of the Faculty, and six students (four undergraduate and two graduate/professional students who are representative of their student constituencies as well as the diversity of the student community). Student members shall be selected through an application process by the Student Body President, or designee, and by the President of the Graduate and Professional Student Federation, or designee, respectively. All Attorneys General, Court Chairs, and Outreach Coordinators shall serve as non-voting ex officio members. In no case shall a member's term of appointment be less than one year or more than three years. Although it is not mandatory, the Chair of COSC shall usually be a member of the University faculty or a Chancellor's appointee who has been a member of COSC for one or more years or who has experience in student judicial matters. The Chair shall be elected for a one-year term at the beginning of the fall semester by a majority of committee members.
2. **Procedures.** COSC shall meet regularly, or upon call by the Chair, or by a petition from a majority of the members of the committee presented to the Chair. A quorum shall consist of four students, two faculty members, and two appointees of the Chancellor. A quorum is not required for committee action. Action taken without a quorum, however, shall not become effective until five calendar days have elapsed following the transmittal of the committee minutes describing such action. If within the five-day period any committee member files with the Chair a request for review of the action taken, the action will be held in abeyance until reviewed by the committee when a quorum is present. A majority vote of those present at the meeting shall be determinative of any issue.
3. **Responsibilities.** COSC shall have the following responsibilities:
  - a. **Overseeing** the operation of this *Instrument* and the Honor System;
  - b. **Developing, promulgating, and monitoring policies and guidelines** regarding operational procedures for implementation of this *Instrument* and the Honor System as provided in Section VI;
  - c. As necessary and appropriate, **interpreting this *Instrument*** and developing guidelines and policies regarding its meaning and operation, including but not limited to designation of offenses as "minor" or "serious" as provided under policies of the University Board of Trustees or Board of Governors;
  - d. **Advising student judicial officers, the Judicial Programs Officer, the Vice Chancellor for Student Affairs, and the Chancellor** regarding this *Instrument* and the Honor System as appropriate;
  - e. **Proposing, reviewing, and coordinating** action on amendments to this *Instrument* appropriate to its increased effectiveness;

- f. **Performing such other duties** as specified in this *Instrument*; and
- g. **Reporting to the Chancellor, Faculty Council, and the Undergraduate Senate and Graduate and Professional Student Federation Senate** annually in writing.

## VI. OPERATIONAL PROCEDURES

The Committee on Student Conduct shall develop policies and guidelines relating to the implementation and operation of the Honor System including, but not limited to, policies and guidelines regarding reports of violations, initiation of charges, authority of the courts, procedural protections relating to evidence and witnesses, proceedings of student courts and the University Hearings Board, expedited hearing panels, appeals, and other specific arrangements for the effective operation of the Honor System. All such guidelines and policies shall be promulgated as part of Appendix C to this *Instrument* in accordance with the procedures for amendment set forth in Section VII.

## VII. AMENDMENTS

**A. Proposed Amendments.** Amendments to any provision of this *Instrument* may be proposed by the Chancellor, the Faculty Council, the Undergraduate Senate and Graduate and Professional Student Federation Senate or the Committee on Student Conduct.

### B. Approval of Amendments

1. **Amendments to Sections I-VII of this Instrument.** Amendments to this *Instrument* will become effective when approved by the Undergraduate Senate and Graduate and Professional Student Federation Senate, the Faculty Council, and the Chancellor.
2. **Amendments to Appendix C.** Amendments to Appendix C may be proposed from time to time by the Committee on Student Conduct as a means of improving the operational performance of the Honor System or providing additional guidance to its meaning and interpretation. Amendments to Appendix C will become effective when approved by the Chancellor, upon the recommendation of the Committee on Student Conduct, without formal action by the Undergraduate Senate and Graduate and Professional Student Federation Senate and the Faculty Council, provided that the Committee on Student Conduct provides the Undergraduate Senate and Graduate and Professional Student Federation Senate and the Faculty Council with written notice of any such proposed amendment and that the Undergraduate Senate and Graduate and Professional Student Federation Senate and the Faculty Council are afforded at least 30 calendar days during the academic year in which to advise the Chancellor of their views prior to any action by the Chancellor to approve or reject a proposed amendment.

## APPENDIX A

### *Expanded Statement of Commitment by Students and Faculty*

The *Instrument* of Student Judicial Governance was adopted in furtherance of the University's shared commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others. In order to achieve these goals and ideals, and to promote a community characterized by intellectual honesty, personal integrity, and mutual respect, students and faculty are encouraged to adhere to the following principles:

- I. **Students.** All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom each member of the academic community are respected. In order to ensure effective functioning of an Honor System worthy of respect in this institution, students are expected to:
  - A. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
  - B. Consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in the preparation of written work; and to identify allowable resource materials or aids to be used during examination or in completion of any graded work.
  - C. Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
  - D. Comply with faculty regulations designed to reduce the possibility of cheating—such as removing unauthorized materials or aids from the room and protecting one's own examination paper from the view of others.
  - E. Maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.
  - F. Treat all members of the University community with respect and fairness.
  - G. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Such report should be made to the Office of the Student Attorney General, the Office of the Dean of Students, or other appropriate officer or official of their college or school.
  - H. Cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and hearing of any incident of alleged violation, including giving testimony when called upon. Nothing herein shall be construed to contravene a student's rights enumerated in Section IV.A. of this *Instrument*.

The offenses set out in Section II of this *Instrument*, not this listing of responsibilities, shall be the basis for determining chargeable offenses under the Honor Code.

The University is committed to freedom of expression. The principles set forth in this appendix do not create the basis for disciplinary action and are not intended to interfere with an individual's academic or personal freedom. Consequently, the offenses set out in Section II of this *Instrument*, not this listing of expectations, shall be the basis for determining chargeable offenses under the Honor Code. It is hoped, however, that student will voluntarily endorse these common principles in furtherance of the shared commitment to fostering a community of intellectual honesty, personal integrity, and responsible citizenship.

- II. **Faculty.** Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific expectations of the faculty that parallel the expectations of students have been formally adopted by the Faculty Council as stated in Appendix B.
- III. **Shared Aspirations.** These principles are the minimum expected of members of the student body and the faculty. They are not mutually exclusive, and the failure of a student or a faculty member to live up to the stated expectations does not lessen or excuse any failure of the other to comply with relevant requirements.



## APPENDIX B

### *On Faculty Responsibilities in Relation to the Honor Code (Faculty Council Resolution 2003-5, dated January 17, 2003)*

Whereas faculty members and students at the University of North Carolina at Chapel Hill share a commitment to the pursuit of truth and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others; and whereas these goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; others are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared; and whereas the University can effectively set and maintain high standards for academic integrity only through the individual and collective commitment of its faculty to this end; and whereas the Faculty Council, on behalf of the faculty, wishes to provide renewed guidance to colleagues on how best to achieve this important objective; now therefore the Faculty Council resolves:

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and share responsibility for ensuring its integrity. Therefore, the specific actions enumerated below are declared to be those which are included in, but do not exhaust the responsibility of the faculty in relation to the Honor Code.

- I. **Awareness.** To assure that community-wide expectations regarding academic integrity are understood and communicated, and that students are held accountable for conforming their conduct to such expectations, faculty members, teaching assistants, and other instructional personnel should become familiar with the University Honor System (embodied in the *Instrument of Student Judicial Governance* and related documents) and other sources of information about instructional practices that foster a strong commitment to academic integrity. Deans, department chairs, advisors, and others responsible for academic units and support services related to the University's academic mission should aid instructional personnel in achieving this objective.
- II. **Communicating Expectations and Administering Examinations.** To assist students in complying with their responsibilities relating to academic integrity, faculty members, teaching assistants, and other instructional personnel should:

- A. Use good judgment in setting and communicating clear ground rules for academic work conducted under their supervision (for example by stating expectations as part of course syllabi, identifying materials that may or may not be used in completing assignments, and indicating the extent of collaboration that is or is not permitted).
  - B. Require students to sign the honor pledge as a condition of submitting academic assignments.
  - C. Take steps to prevent unauthorized access to examinations during development, duplication, and administration.
  - D. Avoid re-using prior examinations in whole or part to the extent possible in keeping with sound academic judgment (such as when warranted as part of an assessment system that relies upon recurring use of a pool of pre-tested and validated multiple choice questions, when security is assured, or when questions are placed on reserve or otherwise made available in advance to all students on an even-handed basis).
  - E. Take all reasonable steps consistent with physical classroom conditions to reduce the risk of cheating during the administration of examinations.
  - F. Maintain proper security during the administration of examinations including, as appropriate, overseeing distribution and collection of examinations and proctoring the examination session.
- III. **Oversight.** In the event of student misconduct that appears to violate the requirements of the Honor Code, faculty members, teaching assistants, and other instructional personnel shall:
- A. Report to the appropriate Student Attorney General any instance in which the instructor has reasonable basis to conclude that a student under the faculty member's supervision has engaged in academic dishonesty or substantially assisted another to do so in connection with academically related work. Such reports should include a brief description of the suspected academic dishonesty including surrounding facts and circumstances, and may, if the faculty member chooses, incorporate a recommendation as to the appropriate sanction or disposition from among those available in the event the student is found guilty (such as whether a failing grade would be implemented as to a particular course assignment, component, or the course as a whole).
  - B. In the instructor's discretion, notify the student of the instructor's intention to report the suspected academic dishonesty and permit the student to provide relevant further information if the student chooses to do so.
  - C. Refrain from taking unilateral punitive action as to a student rather than reporting conduct in suspected violation of the Honor Code.
  - D. Cooperate with representatives of the student judicial system (including the appropriate Student Attorney General, defense counsel, Honor Court personnel, and the Judicial Programs Officer) in conducting necessary investigation, providing testimony or other evidence, recommending appropriate sanctions, or otherwise bringing the matter to prompt conclusion.

- IV. **Involvement.** To bring to bear requisite faculty judgment regarding the nature and importance of academic integrity, and to nourish a strong campus-wide understanding and commitment to associated intellectual and personal values, faculty members, teaching assistants, and other instructional personnel should:
- A. Explore issues of integrity in connection with instructional activities where relevant and appropriate.
  - B. Encourage their academic units to take matters of academic integrity seriously, become informed regarding related problems and advisable means of preventing problems from arising, and provide requisite training and support to instructional personnel.
  - C. Participate, upon request, as part of educational initiatives, faculty advisory panels, and University Hearings Board designed to create, nurture, and enforce high standards of academic integrity within the University community.

## APPENDIX C

### *Operating Procedures for Implementation of the Honor System*

#### A. Reports of Possible Violations

1. **Initial Report.** A member of the University community who observes what they believe to be a violation of the Honor Code shall promptly submit a short, written report to the applicable Student Attorney General that identifies the student or students believed to be responsible and describes relevant facts in support of the allegations, including a description of the conduct in question and attendant circumstances.
2. **Report of Academic Dishonesty Violation.** An instructor who suspects that a student has committed a violation of the Honor Code relating to academic dishonesty shall promptly submit an Academic Violation Report available from the Office of Student Conduct. Private action by an instructor as a sanction for academic dishonesty is inconsistent with faculty policy as promulgated by the Faculty Council and embodied in Appendix B and may not be used in lieu of or in addition to a report of the incident.
  - a. **Meeting with Student.** An instructor may elect to meet with a student suspected of academic misconduct prior to submission of the Academic Violation Report, but is not required to do so. If the instructor chooses to meet with the student, the instructor should notify the student of the instructor's intention to report the suspected violation, present the information that supports the alleged academic dishonesty, and give the student the opportunity to provide additional information if the student chooses to do so after the student is made aware of all rights under this *Instrument*.
  - b. **Sanction Recommendation.** In the Academic Violation Report, an instructor may recommend appropriate sanctions from among those sanctions available under this *Instrument*. For academic dishonesty violations, a recommended sanction must include at least the minimum sanction as set forth in Section III of this *Instrument*.
  - c. **Student-Instructor Alternative Resolution.** In academic dishonesty cases where the instructor would like to meet with the student and make a sanction recommendation as provided in section A.2.b., the accused student may be afforded an opportunity to resolve the case through an informal resolution process in lieu of a hearing or further proceedings. Following the notification of a charge, the appropriate Student Attorney General or the Student Attorney General's designee, upon review of the Academic Violation Report and any accompanying materials, shall provide the accused student an opportunity to resolve the pending Honor Court case through a Student-Instructor Alternative Resolution, provided that all of the following conditions are met:
    - i) The student has no previous academic dishonesty violations;
    - ii) Both the instructor and the accused student agree that they wish to resolve the matter without proceeding to a formal hearing;

- iii) The sanctions recommended by the instructor are consistent with Section III of this *Instrument* with respect to available and minimum sanctions;
- iv) The student is advised of all student rights under the *Instrument*, including alternatives for responding to the allegation and the types of proceedings available; and
- v) The student, in writing, voluntarily accepts responsibility for the alleged violation, agrees to the proposed sanctions, and waives their right to appeal or further review.

If any of the conditions set forth herein are not met, the case shall proceed as otherwise outlined in the *Instrument*. The appropriate Student Attorney General shall provide all proposed resolutions under this section for review by the Office of Student Conduct and the appropriate Honor Court Chair. The Office of Student Conduct and Honor Court Chair shall not approve the proposed resolution and will refer the matter for a hearing, only if it finds that (a) the conditions above have not been satisfied, (b) the recommended sanctions are substantially disproportionate to sanctions imposed in similar cases, or (c) the instructor was not aware of significant facts or circumstances that could reasonably impact the proposed sanction. Once the student and instructor indicate during the Student Instructor Alternative Resolution that they agree on the facts of the case, the matter can only be referred to a hearing type in which the student accepts responsibility and does not challenge the previously agreed-upon facts. The decision of the Office of Student Conduct and Honor Court Chair to approve or not approve the alternative resolution is final and shall not be reviewable on appeal. Records of a Student-Instructor Alternative Resolution which results in the acceptance of a proposed sanction will be maintained according to Section III.E.4. of this *Instrument*.

3. **Notice, Review, and Investigation.** The applicable Student Attorney General shall review and investigate reports of Honor Code violations that have been referred by members of the University community, police authorities, or citizens outside of the University community because of the possible implications of the conduct in question for protection of the University's interests. Anonymous charges shall not be permitted. The appropriate Student Attorney General or Judicial Programs Officer shall notify the accused student promptly once a report has been received.

## B. Initiation of Charges

1. **Charge and Notice to Appear.** The applicable Student Attorney General or the Student Attorney General's designee shall review the report of alleged misconduct and conduct a preliminary investigation prior to determining whether charges under the Honor Code should be filed. Under ordinary circumstances, charge determinations should be made within 30 days, provided that an extension of up to an additional 30 days may be permitted for good cause as determined by the applicable Student Attorney General or for up to an additional 60 days under exceptional circumstances with the concurrence of the Judicial Programs Officer. If the applicable Student Attorney General determines that there is a reasonable basis for concluding that a student has violated the Honor Code, the accused student or students shall be notified in writing of the Student Attorney General's intention to commence an action under this *Instrument*, the charges to be pursued, the underlying allegations and factual basis for the charges, possible sanctions, and the student's procedural rights. In all instances in which charged offenses

could result in expulsion, the notice shall include this possibility and must specify that expulsion precludes matriculation at any UNC constituent institution. The notice shall also advise the accused student of the need to schedule a preliminary conference, and may specify the date and time of the anticipated hearing on the charges, so long as the date specified is at least 10 calendar days from the date on which written notice is received by the accused student. For purposes of this section, the written notice required herein shall be delivered by regular, certified, or electronic mail, or such other method as may be reasonably calculated to provide the student with timely notice of the charge(s). The applicable Student Attorney General shall also advise the Judicial Programs Officer of the proposed action by copy of the communication notifying the student.

2. **Preliminary Conference and Hearing Date.** A preliminary conference shall be scheduled between the Student Attorney General or the Student Attorney General's designee and the accused student at least 10 calendar days before an anticipated hearing date on the charges. At the conference, the Student Attorney General or the Student Attorney General's designee shall inform the accused student in detail of the charges, the character of the evidence, alternatives available in responding to the charge including acknowledgment of responsibility and implications, possible sanctions, and procedural rights. The Student Attorney General shall, when applicable, also inform the student of a Student-Instructor Alternative Resolution, as provided in Section A.2. of Appendix C. In the Student Attorney General's discretion, if the requirements set forth in Section B.3. of Appendix C are met, the Student Attorney General may also advise the accused student of the possibility of proceeding through an expedited hearing process as described in Section F of Appendix C rather than under the full hearing process described in Section E of Appendix C. If a hearing date is not specified in the notice of the charge, written notice of the hearing date must be provided to the accused student at the preliminary conference or sent to the student, to be received not less than five calendar days before the proceeding is scheduled for hearing, unless the accused student agrees to an earlier hearing date, or either the accused student or the designated Student Attorney General requests a reasonable extension of time to prepare for the hearing and mutually agrees to the requested extension or the extension is approved by the Judicial Programs Officer in the event of dispute.
3. **Recommendation and Referral for Expedited Sanctioning in Instances in Which the Student Accepts Responsibility.** The Student Attorney General may, using discretion and in consultation with the Judicial Programs Officer, determine that a matter should be referred to an Expedited Hearing Panel of the Honor Court as described in Section F of Appendix C rather than a full hearing as described in Section E of Appendix C, provided that all of the following conditions apply: (a) the accused student admits fault and takes responsibility in writing for the conduct and related offense; (b) the evidence is sufficiently clear so that the student's guilt for the offense to be charged has been demonstrated without additional review under Section E of Appendix C; (c) the accused student agrees in writing to proceed before an Expedited Hearing Panel after receiving pertinent information about all student rights under this *Instrument*; and (d) the Student Attorney General submits a written recommendation and referral that addresses each of the conditions set forth above.
4. **Relation to Action in State or Federal Courts.** In instances when action is either pending or completed against a student in a state or federal court and when the University's interests are at issue, the Student Attorney General and the Vice Chancellor for Student Affairs will make a determination as to whether the protection of the University's interests requires action by the University. If the

Student Attorney General and the Vice Chancellor for Student Affairs cannot agree on the determination, the issue shall be decided by the Committee on Student Conduct.

5. **Academic Progression while Honor Court Case is Pending.** A student may not graduate while the subject of an Honor System case.
- C. **Authority of the Honor Court.** A hearing on charges that a student or students have violated the Honor Code shall be held by the court with the authority granted under this *Instrument* over the matter or a University Hearings Board as provided below.
  1. **Undergraduate Honor Court.** The Undergraduate Honor Court shall have authority to hear all matters involving violations of the Honor Code except those within the authority of the Graduate and Professional Honor Court, and those cases reserved to the University Hearings Board in Section C.4. of Appendix C.
  2. **Special Provisions for Reduced Court Availability.**
    - a. **Interim Chair:** The Honor Court Chair may designate an Interim Chair to perform duties with the authority of the Honor Court Chair for a definite period during which the Honor Court Chair is absent.
    - b. **Modified Honor Court Alternative Resolution:** A Modified Honor Court Alternative Resolution (M-HCAR) shall operate under the same provisions as an Honor Court Alternative Resolution, with the exception that it may be presided over by one designee from the Office of Student Conduct, or by the Honor Court Chair or Interim Chair and one Vice Chair, Deputy Attorney General, or the Attorney General.
    - c. **Emergent Cases:** A member of the Attorney General's staff may submit a formal request to schedule a case of type Not Guilty, Full Guilty, or EHP to be heard by a UHB De Novo panel if there is a reasonable basis that a case's pending status creates implications that substantially restrict a student's academic or professional progress. The request will be evaluated and approved at the discretion of the Honor Court Chair and Attorney General.
    - d. **Attorney General Staff:** The Attorney General shall continue to conduct preliminary investigations into reported violations and to issue charges. Attorney General staff members shall continue to conduct preliminary conferences with students, to schedule cases as court availability allows, and to schedule Student-Instructor Alternative Resolutions should the option be available to the accused student.
  3. **Graduate and Professional Honor Court.** The Graduate and Professional Honor Court shall have authority to hear all matters concerning alleged violations of the Honor Code by students who are enrolled in a degree program in the University's Graduate School or any other course in post-baccalaureate study, except as specified in Section C.4. of Appendix C (relating to cases referred to the University Hearings Board).
  4. **University Hearings Board.** The University Hearings Board shall have authority to hear the following cases:

- a. Cases otherwise within the authority of the student courts when the appropriate Student Attorney General and the Vice Chancellor for Student Affairs determine that circumstances make such authority inappropriate as a result of verifiable medical or psychological complications, the inability of the student court to provide a speedy hearing, or other considerations that make the case inappropriate for hearing and decision by a student court.
- b. Cases in which an accused student, with the concurrence of the appropriate Student Attorney General, requests in writing a University Hearings Board because of significant disparities in age of the accused student and members of the student court, or significant inconvenience in scheduling an appearance before the student court due to geographic, family, occupational, or other circumstances.
- c. Cases in which a student charged under the Honor Code chooses to accept responsibility for the conduct in question and requests in writing an expedited hearing before the University Hearings Board rather than before an expedited hearing panel as described in Section F of Appendix C.
- d. Cases involving alleged violations of the Honor Code that would fall within the authority of any student court that has ceased to exist or cannot or does not exercise its authority to hear the matter.

#### **D. Procedural Protections**

1. General Protections. Students charged with Honor Code violations and complainants alleging such violations shall be afforded the detailed procedural rights set forth in Section IV of this *Instrument*.

#### **E. Proceedings by Student Courts or University Hearings Board Panels Exercising Original Authority.** Except in instances in which the Student Attorney General has recommended and the accused student has agreed in writing to proceed under Section F of Appendix C, the following requirements shall apply:

##### **1. Composition of Hearing Panels.**

- a. **Academic Dishonesty Cases.** In cases where one or more of the charges are brought pursuant to Section II.B. of this *Instrument*, the hearing panel shall be comprised of five members. Panels of either the Undergraduate Honor Court or the Graduate and Professional Honor Court shall be composed of a presiding officer selected from a pool composed of the chair and vice chairs from the pertinent court and four other Honor Court members, three of whom will be from the pertinent court selected at random and one of whom will be a faculty member drawn from the Faculty Hearings Board Panel, so long as a member is available. If the Graduate and Professional Honor Court is hearing an alleged offense committed by a student enrolled in a designated professional school, the Chair will endeavor to seat court members enrolled in the accused student's designated professional school on the hearing panel first.
- b. **Non-Academic Dishonesty Cases.** In cases where none of the charges are brought pursuant to Section II.B. of this *Instrument*, the hearing panel shall be comprised of five members. Panels of either the Undergraduate Honor Court or the Graduate and Professional Honor Court shall be composed of a presiding officer selected from a pool composed of the chair and vice chairs from the pertinent court and four other Honor Court members of the pertinent court



selected at random. If the Graduate and Professional Honor Court is hearing an alleged offense committed by a student enrolled in a designated professional school, the Chair will endeavor to seat court members enrolled in the accused student's designated professional school on the hearing panel first.

- c. University Hearings Board Panels exercising original authority under Section C.4. of Appendix C. University Hearings Board panels exercising original jurisdiction under Section C.4. of Appendix C shall be composed of two faculty members selected from among those serving on the Faculty Hearings Board Panel, one designee of the Vice Chancellor for Student Affairs (serving as Chair), and two students designated by the chair of the appropriate student court having authority with regard to the matter being heard.
2. **Presiding Officer.** The presiding officer shall direct and control the proceedings before the court or University Hearings Board. The presiding officer shall be responsible for determining whether all members of the hearing panel are qualified to sit on the matter and have disclosed any information that may bear on their ability to proceed in a fair and impartial manner. The presiding officer shall also be responsible for maintaining proper decorum, including the conduct of parties and counsel toward witnesses. Subject to review by the hearing panel, the presiding officer shall have the power to limit the introduction of evidence, testimony of witnesses, and argument of the parties to matters that are relevant and significant. The presiding officer shall also be responsible for announcing the decision of the hearing panel with regard to the guilt of the charged student and the sanctions to be imposed, and for promptly submitting a written summary of the hearing panel's findings, conclusions, ruling, and rationale.
3. **Responsibilities of members of hearing panel.** The members of the hearing panel shall be responsible for hearing and reviewing the charges and evidence in a fair and impartial manner. In any instance in which a member of the hearing panel is aware of matters that may affect the panel member's ability to hear a matter fairly and impartially, that member shall make prompt disclosure of such information and request that the remaining members of the hearing panel determine whether the member should proceed with the case after an opportunity is provided to the accused student and the other members of the panel to ask questions.
4. **Participation in Hearing.** All hearings pursuant to this *Instrument* shall be closed, unless the accused student, requests in writing that the hearing be open. The complainant in instances in which the charged student is accused of an offense involving injury to persons under Section II.C.1. of this *Instrument* shall have the right to be present and to be accompanied by a support person (relative, friend or individual providing counsel other than legal counsel) during the original hearing, any evidentiary proceeding, or any appeal, provided, however, that the support person may not participate in the hearing itself. In cases involving undergraduate students, the member of the Student Attorney General's staff investigating the case and the accused student's counsel must be undergraduate students currently enrolled at UNC-Chapel Hill. In cases involving graduate or professional students, it is preferred, but not required, that the investigator and defense counsel be graduate or professional students enrolled in the same school or program as the accused student, otherwise the investigator or defense counsel must still be students currently enrolled at UNC-Chapel Hill. In any court, neither a licensed attorney nor a person who has passed a state bar examination may serve as the investigator or the defense counsel or be present during the proceedings in support of either.

5. **Respect for Impartiality.** During the pendency of a proceeding or related deliberations, no interested party shall approach any member of the hearing panel other than at the panel's request. Any attempt to approach any member of the hearing panel inappropriately shall itself constitute a violation under this *Instrument*.
6. **Conduct of the Hearing.** The hearing shall proceed as follows:
  - a. **Recording of Proceedings and Security of Records.** The presiding officer shall inform all participants in a hearing that a record shall be maintained of the proceedings, and shall designate a member of the hearing panel to be responsible for recording all oral statements made at the hearing, receiving all written evidence accepted by the hearing panel, and taking such other clerical action as directed by the presiding officer. The presiding officer and the Judicial Programs Officer shall be responsible for the security of all records of the proceedings.
  - b. **Student Response to Charge.** The presiding officer shall state the charge in the presence of the accused student and other members of the hearing panel, and the student charged may accept responsibility; plead not guilty; move to terminate the hearing on grounds that the court or hearing panel lacks the authority to hear the case; or move to postpone the hearing on grounds that the student has not received a written Notice to Appear, has not been fully informed of the charge and is unable to make an adequate defense, or has not been granted a properly conducted preliminary conference. The hearing panel shall be responsible for determining whether to grant a charged student's motion to terminate or postpone the hearing. If an accused student, without justification, does not appear for or remain at the hearing, the hearing panel may proceed in the accused student's absence.
  - c. **Presentation of Charges.** The appropriate Student Attorney General or the Student Attorney General's designee shall state the charges against the accused student, and present witnesses and written evidence or testimony in support of the charges, subject to the right of the charged student to refute the case.
  - d. **Access to Evidence and Witnesses.** Both the representative of the appropriate Student Attorney General and the defense shall have the power to compel the appearance of persons from the University community who can provide substantial, relevant evidence or who can testify to the character of those involved in the matter charged. Failure of a student to respond to such a Notice to Appear will subject the student to action under this *Instrument* unless the absence is satisfactorily justified, in writing, to the Student Attorney General who issued the Notice to Appear. In order to assure fairness and procedural due process, faculty members and other University employees who possess substantial, relevant evidence in a given case are expected to honor any request to appear issued by a hearing panel acting with authority under this *Instrument*.
  - e. **Questioning of Witnesses.** All witnesses and parties may be questioned by the Student Attorney General or the Student Attorney General's designee, the accused student and the accused student's counsel, members of the hearing panel, and the complainant, except in instances in which the individual being questioned asserts the right against self-incrimination.
7. **Deliberations and Judgment.** Immediately upon conclusion of the initial phase of the hearing, the hearing panel shall deliberate in private and determine whether the accused student or students have been shown by evidence that is clear and

convincing to have violated the Honor Code as charged and determine the sanctions to be imposed. In extraordinary circumstances, the presiding officer may postpone deliberation or sanctioning and reschedule the hearing to the next available date.

- a. **Finding of Guilt.** For purposes of this *Instrument*, “clear and convincing” means that the evidence is substantially more likely to be true than not and that the panel has a firm conviction in it. The hearing panel’s decision shall rest solely on the evidence presented in the hearing and shall be reached following deliberation by use of a secret ballot. The hearing panel may reach one of the following judgments: (a) not guilty, (b) guilty, or (c) guilty of a portion of the charges stated. In order to find a student guilty, at least 3 of the 5 members must vote guilty. In the event that the Court (with the accused student’s consent) is proceeding with fewer than five members, at least 3 of the members present must vote guilty in order to find a student guilty.
- b. **Error in Initial Charge.** The hearing panel may also determine that an error has been made in the charge against the student and may correct the error by rewriting the charge to conform to the appropriate charge, in which case the hearing panel shall afford the accused student the option of having the existing panel deliberate upon the new charge or requesting a new hearing.
- c. **Determination of Sanctions.** In instances in which the hearing panel determines that the accused student is guilty or guilty in part, it shall determine the sanctions to be applied, as provided in Section III of this *Instrument*. In cases involving academic dishonesty charges under Section II.B. of this *Instrument* and heard by a panel constituted in accordance with Section E.1.a. of Appendix C, the hearing panel shall determine the category (i.e., minimal, minor, and major) of any academic dishonesty violation in conjunction with any guilty judgment and prior to beginning the sanctioning phase of the hearing. Thereafter, the student members of the panel shall determine the sanctions to be applied, as provided in Section III of this *Instrument*.
- d. **Announcement and Transmittal of Judgment.** After the hearing panel reaches its judgment, the presiding officer shall announce the judgment and sanctions in the presence of the accused student when possible. The presiding officer shall submit a written summary of the hearing panel’s conclusions, rationale, verdict, sanctions, and applicable appeal rights to the accused student and the Judicial Programs Officer as soon as practicable but in no event more than 10 days from the date on which the judgment is announced.

## F. Expedited Hearing Panels

### 1. Undergraduate Court Expedited Hearing Panels

- a. **Composition.** The Chair of the Undergraduate Court shall, as necessary, designate expedited hearing panels to hear matters referred to the Court by the Undergraduate Student Attorney General as provided in Section B.3. of Appendix C. Expedited hearing panels shall be composed of three members of the Undergraduate Honor Court, including the Chair or a designated Vice Chair who shall serve as presiding officer, and two additional members selected for their experience and competence in dealing with the assignment of sanctions.
- b. **Functions and Procedures.** An expedited hearing panel shall be responsible for determining the appropriate sanctions to be imposed in instances in which a student has agreed to take responsibility for the conduct giving rise to a

charge under the Honor Code and the matter has been referred by the Student Attorney General as one in which requisite conditions specified in Section B.3. of Appendix C have been satisfied and sanctions may be immediately imposed. The accused student may be assisted by counsel as provided in Section IV.A.3. of this *Instrument*, and the Student Attorney General may present relevant evidence and recommendations regarding the appropriate sanctions through a designated staff investigator or written materials according to the Student Attorney General's discretion. The complainant shall also be entitled to present comments regarding the appropriate sanctions in person or in writing for consideration by the panel, as provided in Section IV.B.3. of this *Instrument*. The expedited hearing panel shall carefully consider the evidence of the student's conduct and recommended sanctions, allow the accused student to present comments, discuss with the accused student the implications of the conduct in question for the University community, and impose appropriate sanctions from among those available under this *Instrument*, including at least the minimum sanction provided in Section III of this *Instrument*. The chair of the expedited hearing panel shall maintain a record of the proceedings as provided in Section E.6.a. of Appendix C, and shall provide a rationale for the panel's decision as promptly as practicable as provided in Section E.7.d. of Appendix C.

- c. **Appeals.** A student who has accepted responsibility and agreed in writing to proceed before an expedited hearing panel may appeal only on grounds of severity of sanctions or violation of basic rights, as provided in Section I.1.b.ii. of Appendix C.
2. **Expedited Hearing Panels in Graduate and Professional Honor Court.** Expedited hearing procedures for purposes of determining sanctions may be adopted by the Graduate and Professional Honor Court in accordance with the governance system in effect.

#### G. Honor Court Alternative Resolution

1. In the discretion of the applicable Student Attorney General, and with the concurrence of the Judicial Programs Officer, the Student Attorney General may offer a student the option of attempting to resolve a pending Honor Court case via an Honor Court Alternative Resolution. The student may accept the option of an Honor Court Alternative Resolution meeting, or the student may reject this option, and the Student Attorney General will schedule the case for a hearing at the first available opportunity.
  - a. **Composition.** The Chair of the applicable Honor Court shall convene the Honor Court Alternative Resolution meeting along with one Vice Chair of the applicable court.
  - b. **Functions and Procedures.** An Honor Court Alternative Resolution panel shall be offered to students who accept responsibility for committing the charged violation. If the student chooses to accept the option of the Honor Court Alternative Resolution, the Chair will review the violation and discuss the student's actions to determine the appropriate sanction to be offered to the student.
    - i) **Acceptance of Sanction Offered.** If the student accepts the proposed sanction, the student's case is considered closed. By accepting the alternate resolution, the student is agreeing to accept responsibility for the charged violation.

- ii) **Rejection of Sanction Offered.** If the student rejects the sanction offered, or if the panel members are unable to agree on a sanction to be offered, the student's case will be referred for an Expedited Hearing in accordance with Section F of Appendix C of this *Instrument*.
- iii) **Maintenance of Records.** Records of an Honor Court Alternative Resolution which results in the acceptance of a proposed sanction will be maintained according to Section III.E.4. of this *Instrument*.

## H. Large Scale Cases

1. Upon receipt of a report of a suspected offense involving five or more students, the applicable Student Attorney General shall have the option of employing the following plan for disposition of the cases:
  - a. If the Student Attorney General finds that sufficient evidence exists to charge each student with a violation, the Student Attorney General may seek permission to pursue resolution of the cases via a proposed agreement.
    - i) The Student Attorney General shall present the proposed agreement and sanctions to an Expedited Hearing Panel composed of three members of the applicable honor court, as outlined in Section F of Appendix C.
    - ii) If the Expedited Hearing Panel concludes that the proposed agreement is acceptable, the Student Attorney General shall have appropriate authorization to offer each charged student the proposed agreement.
    - iii) For each individual student accepting the proposed agreement and sanction, the case will be resolved without a formal hearing. By accepting the agreement, the student both agrees to accept responsibility for committing the offense and accept the proposed sanction. For students accepting the agreement, the sanction will go into effect immediately upon acceptance.
    - iv) If the student rejects the proposed agreement, the case will be referred for a hearing in accordance with the hearing procedures outlined in Appendix C.

## I. Appeals

### 1. Appeals from Original Proceedings

- a. **Authority of University Hearings Board and Composition of Appellate Panel.** The University Hearings Board shall have the authority to hear appeals in cases originally considered by the Undergraduate Honor Court, or the Graduate and Professional Honor Court. The University Hearings Board shall also have appellate jurisdiction over cases within its authority to hear original matters as specified in Section C.4. of Appendix C, provided that no individual who has served on the original hearing panel shall serve as part of the appellate panel. For purposes of exercising its appellate authority, an appellate panel shall be constituted, including two faculty members selected from among those serving on the Faculty Hearings Board Panel, one designee of the Vice Chancellor for Student Affairs, and two students designated by the Chair of the appropriate student court having original authority who have not been involved in prior proceedings in the case. A faculty member or administrator designated by the Vice Chancellor shall serve as presiding officer.

**b. Petition and Grounds for Appeal**

- i) **Right of Appeal.** An accused student who has been found guilty before a student court or University Hearings Board with original authority as provided in Section C.4. of Appendix C, or who has had a judgment and sanctions determined by an expedited hearing panel as provided in Section F of Appendix C may file a petition for appeal no later than five business days (weekends and University holidays excepted) from delivery to the accused student of the written summary of the hearing panel's judgment and sanctions as provided in Section E.7.d. of Appendix C. For purposes of this section, delivery shall mean hand-delivery or transmission of the written summary by certified or electronic mail. Appeals shall be heard as promptly as possible and, except under unusual circumstances as determined by the Judicial Programs Officer, shall be scheduled for hearing no later than 30 calendar days from the date the initial judgment is announced.
- ii) **Grounds for Appeal.** An appeal of a judgment rendered under Section E of Appendix C may be based on the insufficiency of evidence, severity of sanctions, or violation of basic rights provided in Section IV.A. of this *Instrument* and on no other grounds. An appeal of a judgment rendered under Section F of Appendix C may be based upon severity of sanctions or violation of basic rights provided in Section IV.A. of this *Instrument* and on no other grounds.
- iii) **Appeal Petition.** An appeal petition shall be filed in a timely fashion as specified in paragraph b.i. of this section, and shall consist of a detailed written statement specifying the precise grounds for appeal and indicating with precision the supporting facts, and shall be signed by the accused student (or, in an appeal by a student group, by the group's president or chief officer). The Judicial Programs Officer will review the petition to determine whether it is based upon one or more of the grounds for appeal stated in this section and provides a factual basis for the appeal. If the Judicial Programs Officer determines that the petition states a permissible ground and sufficient factual basis for appeal, the Judicial Programs Officer shall refer the matter to a University Hearings Board appellate panel for action. If the Judicial Programs Officer determines that the appeal petition does not state a permitted ground or a sufficient factual basis for appeal, the Judicial Programs Officer shall notify the accused student in writing of this determination and of the right to have this determination reviewed by a three-member Appellate Review Board. Within five business days (weekends and University holidays excepted) of notification that the Judicial Programs Officer has determined that the appeal petition does not state a permissible ground or sufficient factual basis for appeal as provided in this section, the accused student may request, in writing, that the Appellate Review Board review this determination. The Appellate Review Board shall be composed of a member of the Faculty Hearings Board Panel, an administrator designated by the Vice Chancellor for Student Affairs, and a member of the appropriate student honor court who has not been involved in consideration of the case during the original proceeding before the student court. Upon such a request, the Appellate Review Board shall determine whether the appeal petition states a permissible ground and sufficient factual basis for appeal, and shall refer the matter for review by a University Hearings Board if requisite grounds and factual basis are stated, or if not shall dismiss the appeal.

- c. **Scope of Review and Disposition.** In deciding appeals from the judgment of a student court or University Hearings Board panel exercising original authority, the University Hearings Board appellate panel shall review the record made in the original hearing, including relevant portions of the recording or transcript of the hearing proceedings, except the deliberations of the court, and a copy of all documents and other writings introduced in evidence at the hearing. It shall apply the following scope of review and dispose of petitions for appeal as specified below:
- i) **Insufficiency of Evidence.** For purposes of evaluating the sufficiency of the evidence, the appellate panel shall consider only the evidence contained in the record made before the original court or hearing panel, and shall sustain that court or panel's determination provided there is a reasonable basis for a finding of guilt based on clear and convincing evidence as defined in Section E.7.a. of Appendix C, and if not it shall dismiss the case.
  - ii) **Severity of Sanctions.** For purposes of evaluating the severity of the sanctions, the appellate panel shall consider only the evidence contained in the record made in the original court or hearing panel, and shall sustain that court or panel's determinations provided there is a reasonable basis for the sanction imposed, and if not shall impose a lesser sanction as it determines to be appropriate.
  - iii) **Violation of Basic Rights.** For purposes of evaluating whether the basic rights of the accused student specified in Section IV.A. of this *Instrument* were violated, the appellate panel shall consider the relevant evidence contained in the record made in the original court and any further testimony it deems pertinent by the accused student, the appropriate Student Attorney General (or the Student Attorney General's designee), the presiding officer and members of the original hearing panel, and any witness with knowledge of the alleged violation. The appellate panel shall then determine whether, by a preponderance of evidence, the court or hearing panel having original authority, or the Office of the Student Attorney General, violated the accused student's basic rights, and, if so, whether the violation prejudiced the outcome of the student's original hearing so as to necessitate a remand for a new hearing. If the alleged violation of basic rights cannot be corrected through a remand of the matter, the appellate panel shall dismiss the case.
- d. **Appellate Procedures.** The appellate panel shall review the pertinent record made in the original court and no other evidence except as specified in Section I.1.c.iii. of Appendix C. The hearing on appeal shall be closed, except to the extent provided in Section E.4. of Appendix C. Only the accused student and the accused student's counsel, the appropriate Student Attorney General or the Student Attorney General's designee, the complainant and the complainant's support person as specified in Section IV.B. of this *Instrument*, and witnesses providing specific testimony under Section I.1.c.iii. of Appendix C shall be permitted to participate. In no case may a licensed attorney or a person who has passed a state bar examination assist or be present during the proceedings, except to the extent specified in Section IV.A.3. of this *Instrument*, and witnesses providing specific testimony under Section I.1.c.iii. of Appendix C shall be permitted to participate. In no case may a licensed attorney or a person who has passed a state bar examination assist or be present during the proceedings, except to the extent specified in Section IV.A.3. of this *Instrument*. In the course of the proceedings, the presiding officer shall permit members of the appellate panel to ask questions as they deem appropriate, and shall permit the accused student

to concisely present the grounds for appeal, the Student Attorney General or the Student Attorney General's designee to address the merits of the appeal, and the accused student to offer a concluding summation. Following the concluding summation, the members of the appellate panel will deliberate in private, reach a decision by majority vote using secret ballots, and promptly announce their judgment. The presiding officer shall as promptly as practicable provide the accused student, the complainant, and the Judicial Programs Officer with a written statement of the rationale for the decision.

## 2. **Petition for Further Review by the Chancellor from Determinations of the University Hearings Board**

- a. **Grounds for Petition for Further Review.** A petition for further review by the Chancellor of a decision by the University Hearings Board shall be available on either of the following grounds and no others:
  - i) **Denial of fundamental procedural rights under policies of the Board of Trustees or Board of Governors**, including rights to due process and a fair hearing, the presumption of innocence until found guilty, the right to know the evidence and to face witnesses testifying against the student, and the right to such advice and assistance in the individual's defense as permitted under this *Instrument*; provided that an appeal on such grounds must have been raised as a basis for appeal to the University Hearings Board or stem from denial of the specified rights with regard to the proceedings of the University Hearings Board on appeal.
  - ii) **Severity of Sanction**, but only where the sanction imposed is permanent suspension or expulsion and not with regard to any other sanctions.
- b. **Procedures**
  - i) **Petition for Review.** An accused student who wishes to petition for further review of a decision of the University Hearings Board upholding a judgment under the Honor Code may file a petition for review by the Chancellor no later than five business days (weekends and University holidays excepted) from delivery to the accused student of the written summary of the University Hearings Board's decision as specified in Section I.1.d. of Appendix C, based on the grounds stated in Section I.2.a. of Appendix C and no others. A petition for review shall consist of a detailed written statement specifying the precise grounds for appeal and indicate with precision the supporting facts and shall be signed by the accused student (or, in an appeal by a student group, by the group's president or chief officer). The Dean of Students will consider the petition to determine whether it is based upon the grounds for further review stated in this section and provides a sufficient factual basis for further review. If the Dean of Students determines that the petition states a permissible ground and sufficient factual basis for further review, the Dean of Students shall refer the matter to the Chancellor or the Chancellor's designee for action. If the Dean of Students determines that the petition for review does not state a permitted ground or a sufficient factual basis for further review the Dean of Students shall notify the accused student in writing of this determination and of the right to have this determination reviewed by the three-member Appellate Review Board. Within five business days (weekend and University holidays excepted) of notification that the Dean of Students has determined that the petition does not state a permitted ground or a sufficient factual basis for further review, the accused



student may request, in writing, that the Appellate Review Board review this determination. The Appellate Review Board shall be composed of a member of the Faculty Hearings Board Panel, an administrator designated by the Vice Chancellor of Student Affairs, and a member of the appropriate student honor court who has not been involved in consideration of the case during the original hearing or any previous appellate proceeding. Upon such a request, the Appellate Review Board shall determine whether the petition states a permissible ground and a sufficient factual basis for further review, and shall refer the matter for review by the Chancellor or the Chancellor's designee if requisite grounds and factual basis are stated or, if not, shall dismiss the petition for review.

- ii) **Review Process.** In considering a petition for further review, the Chancellor or the Chancellor's designee shall consider the record made in the original court and on appeal, except the deliberations of the hearing and appellate panels, and copies of all documents and other writings introduced in evidence. The accused student shall be afforded an opportunity to present the basis for the petition for review and respond to questions, and a representative of the appropriate Student Attorney General's office shall be provided an opportunity to respond. In instances of petitions based on Section I.2.a.i. of Appendix C relating to violation of fundamental procedural rights, the Chancellor or his or her designee shall determine whether the preponderance of the evidence demonstrates that the accused student's fundamental procedural rights were violated so as to prejudice the outcome of the original or appellate hearing, and if so, shall remand for further proceedings, dismiss the charge(s), or grant such other relief as may be appropriate to address the alleged violation. In the event that the petition for review is found to be without merit under the stated standards, the accused student's finding of guilt and associated sanctions shall become final and shall be implemented in accordance with the terms of Section III.E.1. of this *Instrument*. In instances of petitions based on Section I.2.a. ii. of Appendix C, the Chancellor or the Chancellor's designee shall determine whether there is a reasonable basis for the sanction imposed, and if not, shall impose a lesser sanction as determined to be appropriate.
- 3. **Relief Based on Newly Discovered Evidence.** An accused student or student group may file a detailed written petition for a new hearing with the Judicial Programs Officer on the basis of newly discovered evidence, provided that the evidence provides a reasonable basis for concluding the outcome in the case might have altered the outcome of the original hearing, and that the evidence was not known to the student or group at the time of the original hearing or appeals in the case. The Judicial Programs Officer shall determine whether the petition states a sufficient factual basis for the claim, and if so shall transmit the petition for consideration by the chair of the appropriate student court, who may order a new hearing to be conducted following the procedures set forth in this *Instrument*, with different court members selected by the court chair to ensure a fair hearing. If the Judicial Programs Officer determines that the petition for a new hearing does not meet the requirements stated in this section, the Judicial Programs Officer shall refer the petition to an Appellate Review Board as provided in Section I.1.b.iii. of Appendix C. If the Appellate Review Board determines that the petition for a new hearing satisfies the requirements set forth in this section, it shall refer the petition for action by the chair of the appropriate court, and if not, it shall dismiss the petition without grounds for further appeal.

## APPENDIX D

### *Student Rights of Privacy and Free Expression*

- I. **General rights of privacy and expression.** Students have the same rights of privacy and expression as other citizens and, except as otherwise expressly provided herein, surrender none of these rights by becoming members of the University community.

#### II. Privacy

- A. **Privacy of Residence Hall Rooms.** Searches of residence hall rooms are only permissible under the following limited circumstances:

1. **Emergencies.** In cases of extreme emergency, such as suspected suicide or a problem involving the immediate safety of the occupant or fellow occupants; provided that such searches will be made only with the permission of an occupant of the room and in the occupant's presence if possible, by authorization of the Vice Chancellor for Student Affairs or the Vice Chancellor for Student Affairs' designee, or by authorization of the highest official present if time is of the essence and the preceding conditions cannot be immediately satisfied.
2. **Suspected Violation of State or Federal Law.** In cases of investigation for a suspected violation of State or Federal law, only through the procedures required for a lawful search including the use of a lawful search warrant.
3. **Health and Safety.** In instances of concern for health and safety, such as unauthorized cooking appliances, pets or pest control, only as needed; and in cases of room inspection to affect normal maintenance and repairs, only as conducted by properly identified University employees and only on a regular schedule announced in advance by the Department of University Housing.

#### B. Privacy of Student Records

1. **Access to Academic Records.** Access to any student's permanent academic record will be governed by the provisions of the Family Educational Rights and Privacy Act of 1974. Academic records shall be maintained in such a way as to be physically separate from disciplinary records.
2. **Other Official Student Records.** Other official student records are retained in the appropriate University offices; e.g., the Office of the Dean of Students, Student Health Services, University Career Services, and the academic school or department.
3. **Prohibition on Maintenance of Records of Political Activities.** No records shall be maintained in any University office of the political activities of individual students. In the procedures for formally recognizing student organizations, the Vice Chancellor for Student Affairs may require a record of an organization's officers, a statement of the organization's purpose, and statements of the organization's non-discriminatory policy on membership, but no membership list shall be maintained.

4. **Medical Records.** Medical (including psychiatric and counseling) records shall be subject to professional rules of confidentiality.
5. **Disciplinary Records.** Access to any student's disciplinary or other records will be governed by the provisions of the Family Educational Rights and Privacy Act of 1974. Authorized, identified University officers or faculty members or the student shall have access to disciplinary records. Results of disciplinary proceedings for alleged violations of the Honor Code may be disclosed to the alleged victim of the offense if the offense involved the use, attempted use, or threatened use of physical force against the person or property of another; or is a felony that, by its nature, involves a substantial risk that physical force may be used against the person or property of another in the course of committing the offense. On each occasion that student disciplinary records are initiated or added to by an officer of the University, the student affected shall be informed of the entry and apprised of these stipulations. Student disciplinary records maintained in the Office of the Student Attorney General shall be accorded the same protection and guaranteed confidentiality as those in University administrative offices. Disciplinary files and records of cases shall be maintained as provided by this *Instrument*.

### III. Student expression

- A. **Confidentiality of Unpublicized Views and Associations.** Information about student views, beliefs, and political associations acquired by professors in the course of their work as instructors, advisors, or counselors is confidential, and is not to be disclosed to persons outside the University except under legal compulsion.
- B. **Freedom of Publication.** A currently enrolled student or officially recognized University organization may publish material on campus without prior approval. Such publications shall be subject to all applicable protections available under relevant policies and laws.
- C. **Right of Peaceful Protest and Free Access.** All members of the University community shall have the right of peaceful protest. Any lawful organization may recruit personnel at the University. All members of the University community shall have access to these organizations, and other members of the University community shall not interfere with the right of any individual in the University to participate in arranged interviews with that organization's representatives, or with the rights of such representatives.
- D. **Freedom of Speech.** The University embraces and strives to uphold the freedoms of expression and speech guaranteed by the First Amendment of the U.S. Constitution. The University has the right under appropriate circumstances to regulate the time, place, and manner of exercising these and other constitutionally protected rights.

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*Amended on October 5, 2021, this Instrument of Student Judicial Governance and the policies and procedures therein supersede all previous versions, statements and policies of the University of North Carolina at Chapel Hill, as may appear in any University of North Carolina at Chapel Hill publication. For the most updated version, please visit: [instrument.unc.edu](https://instrument.unc.edu). The University reserves the right to amend these policies and procedures from time to time pursuant to Section VII. of this document.*



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For the most current version, please visit: *instrument.unc.edu*.

For more information regarding the Honor System or the *Instrument*, please contact: Office of Student Conduct (919) 962-0805, *studentconduct.unc.edu*.

# Honor Code

## The Honor Code

The Honor System forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.

## Mutual Responsibilities of the Faculty and Students

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific responsibilities of the faculty which parallel the responsibilities of the students have been formally adopted by the Faculty Council.

### Responsibilities of the Faculty

1. Awareness: To assure that community-wide expectations regarding academic integrity are understood and communicated, and that students are held accountable for conforming their conduct to such expectations.
2. Communicating Expectations and Administering Examinations: To assist students in complying with their responsibilities relating to academic integrity, faculty members, teaching assistants, and other instructional personnel should
  - a. Use good judgment in setting and communicating clear ground rules for academic work conducted under their supervision.
  - b. Require students to sign the honor pledge as a condition of submitting academic assignments.
  - c. Take steps to prevent unauthorized access to examinations during development, duplication, and administration.
  - d. Avoid reusing prior examinations in whole or in part to the extent possible.
  - e. Take all reasonable steps consistent with physical classroom conditions to reduce the risk of cheating during the administration of examinations.
  - f. Maintain proper security during the administration of examinations, including as appropriate overseeing distribution and collection of examinations and proctoring the examination session.
3. Oversight: In the event of student misconduct that appears to violate the requirements of the Honor Code, faculty members, teaching assistants, and other instructional personnel should
  - a. Report to the appropriate Student Attorney General any instance in which the instructor has reasonable basis to conclude that a student under the faculty member's supervision has engaged in academic dishonesty or substantially assisted another to do so in connection with academically related work.
  - b. In the instructor's discretion, notify the student of the instructor's intention to report the suspected academic dishonesty and permit the student to provide relevant further information if the student chooses to do so.
  - c. Refrain from taking unilateral punitive action as to a student rather than reporting conduct in suspected violation of the Honor Code.
  - d. Cooperate with representatives of the Honor System in conducting necessary investigation, providing testimony or other evidence, recommending appropriate sanctions, or otherwise bringing the matter to prompt conclusion.
4. Involvement: To bring to bear requisite faculty judgment regarding the nature and importance of academic integrity, and to nourish a strong campus-wide understanding and commitment to associated intellectual and personal values, faculty members, teaching assistants, and other instructional personnel should
  - a. Explore issues of integrity in connection with instructional activities where relevant and appropriate.
  - b. Encourage their academic units to take matters of academic integrity seriously, become informed regarding related problems and advisable means of preventing problems from arising, and provide requisite training and support to instructional personnel.

- c. Participate upon request as part of educational initiatives, faculty advisory panels, and University Hearing Boards designed to create, nurture, and enforce high standards of academic integrity within the University community.

## Responsibilities of Students

To ensure effective functioning of an Honor System worthy of respect in this institution, students are expected to

1. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
2. Consult with faculty and other sources to clarify the meaning of plagiarism, to learn the recognized techniques of proper attribution of sources used in the preparation of written work, and to identify allowable resource materials or aids to be used during examination or in completion of any graded work.
3. Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
4. Comply with faculty regulations designed to reduce the possibility of cheating—such as removing unauthorized materials or aids from the room and protecting one's own examination paper from the view of others.
5. Maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.
6. Treat all members of the University community with respect and fairness.
7. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Such report should be made to the Office of the Student Attorney General, the Office of the Dean of Students, or other appropriate officer or official of their college or school.
8. Cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and hearing of any incident of alleged violation, including the giving of testimony when called upon.

## Procedure for Reporting

Members of the University community who wish to report possible violations of the Honor Code should contact the Office of Student Conduct at (919) 962-0805 or fill out the [online form](#). The Office of Student Conduct will review the report and refer it to the appropriate Student Attorney General for action.



# HONOR SYSTEM



The question is not whether the University can discipline you, but whether you can discipline yourselves.

**- EDWARD KIDDER GRAHAM, UNC PRESIDENT, 1914-1918**

The University of North Carolina at Chapel Hill is the oldest state university in the nation, chartered by the North Carolina General Assembly in 1789. When Carolina enrolled its first students in 1795, authority to regulate student conduct was placed in the hands of the University trustees, who assigned powers of investigation and sanctioning to the faculty. The trustees were given the right to "make all such laws and regulations for the government of the University and preservation of order and good morals therein ... as to them may appear necessary: Provided, the same are not contrary to the unalienable liberty of a citizen or to the laws of the State." These concurrent goals of order and liberty have been the standards by which the Honor System has measured itself since that time.

The University's first code of conduct regulated much of students' lives. Study hours and church attendance were enforced and gambling, drinking, fishing, and dueling were forbidden. Students caught violating regulations faced public admonition by the faculty, suspension, or dismissal from the University. In his History of the University of North Carolina, Kemp P. Battle reports on students suspended or expelled for "firing of pistols", assault, arson, drunkenness, throwing  
[Skip to Content](#) tutors, stealing their professors' horses, and even dueling.



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members of students and faculty alike generally thought the arrangement students objected to the faculty's heavy-handedness and "oppressive and tyrannical laws." Faculty members disliked the arduous task of inspecting student rooms at night, where they would often find themselves the target of a variety of student pranks. An additional key component in the early years of the Honor Code's evolution came from two prominent student organizations, setting the standard of student self-governance that continues to this day. The Dialectic and Philanthropic Societies were organized by some of the first students in 1795 to serve as social and academic releases for students apart from the prying eyes of their professors. Faculty members were forbidden to interfere with the societies' governance or attend their meetings. This practice of self-governance blossomed into an unofficial campus judicial system during the first 75 years of the University's existence. By the 1830s, the Societies would turn over members who violated university policies to the faculty and would offer guarantees of their fellow students' good conduct as members of the Societies. The Societies' standards of conduct were often taken into consideration by the faculty when reflecting on disciplinary measures against erring students.

When the University was revived in 1875 after the Civil War, the faculty turned the responsibility for maintaining "a high level of propriety" over to the two debating societies. By 1890, matters of academic cheating, along with the by now traditional cases of social misconduct, were turned over to the student societies for trial and punishment. In 1904 a new form of student self-rule, the Student Council, emerged. Since then, disciplinary matters have been handled by the University rather than by the debating societies. Continued growth in the size and diversity of the student body made new disciplinary bodies necessary. In 1946 the first student body constitution was adopted, which established five student courts. These were: the Student Council with original jurisdiction over all Honor Code offenses, a Men's Social Council, a Women's Social Council, an Interdenominational Council, and the Women's Council.

Criticism of this system in the 1950s and 1960s prompted major reforms to the [Skip to Content](#) n of the Honor Code. The creation of the Instrument of Student  
ance in 1974 hailed an increased role for students in the regulation

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...matters in the hands of the Chancellor, but makes it clear that student discipline is both a right and a responsibility of three bodies: the students, the faculty, and the administration. No group may unilaterally change the system without the consent and involvement of the other two groups. In 2003 the Committee on Student Conduct significantly revised the Instrument, providing more opportunity for faculty and students to discuss alleged violations, expanding the range of sanctions, expediting the Honor System process, and giving the Honor Courts more flexibility to administer educational sanctions.

The Instrument and the Honor Code contained within it serve as one of the University's major policy statements on student conduct to this day, continuing the rich tradition of student self-governance at the University.

## APPEALS AND APPEAL SUBMISSION

Learn about the Appeals process, or submit an Appeal Petition.

[Read More](#)

## HONOR SYSTEM BRANCHES

Learn about the two branches of the Honor System at UNC.

[Read More](#)

[Skip to Content](#) **SYSTEM FAQs**

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## HONOR SYSTEM PROCESS

Learn about the Honor System Process.

[Read More](#)

## SANCTIONS AND SANCTION SUBMISSION

Information about Sanctions and how to submit a sanction document.

[Read More](#)

## OFFENSES UNDER THE HONOR CODE

The charges below are from the Instrument of Student Judicial Governance ("Instrument"). Actual charge language and sections might be different than stated in the Instrument. Please consult the Instrument for precise language and section numbers. General Responsibilities. It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to: [...]

[Read More](#)[Skip to Content](#)

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# HONOR SYSTEM

Honor System Branches



Honor System Process



Appeals and Appeal Submission

Sanctions and Sanction Submission

Offenses Under the Honor Code

Honor System FAQs

Join the Honor System!

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[jpa@unc.edu](mailto:jpa@unc.edu)

## POLICIES

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# COMMITTEE ON STUDENT CONDUCT (COSC)

## Background

The Committee on Student Conduct (COSC) is comprised of a cross-section of Carolina students, faculty, and administrators. COSC oversees the implementation of the Honor Code and the workings of the Honor System. The Committee has 12 voting members, appointed by various University leadership. The Chancellor appoints three members. The Chair of the Faculty Council appoints three faculty members. The Student Body President appoints four undergraduate student members and the Graduate and Professional Student Government President appoints two graduate & professional schools student members. Additionally, all Attorney General, Court Chairs, and the Honor System Outreach Coordinator serve as non-voting ex officio members. The current members of COSC are:

- Vacant - Chair of COSC, Faculty Council appointee
- Travis Day - Faculty Council appointee
- Vacant - Faculty Council appointee
- Derek Kemp - Chancellor appointee
- Bernard Bell - Chancellor appointee
- Vacant - Chancellor appointee
- Vacant - Student Body President appointee
- Vacant - Student Body President appointee
- Vacant - Student Body President appointee
- Nikki Rafferty - Student Body President appointee

[Skip to Content](#) graduate & Professional Student Government President appointee  
graduate & Professional Student Government President appointee

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- Jared Mark - Graduate & Professional Schools Honor Court Chair, ex officio member
- Vanessa Chazal - Undergraduate Student Attorney General, ex officio member
- Cole Ventura - Undergraduate Honor Court Chair, ex officio member
- Jesus Enriquez - Honor System Outreach Coordinator, ex officio member
- Aimee Murphy - Honor System Outreach Officer, ex officio member

## Functions of the Committee

The responsibilities of the Committee on Student Conduct include the following:

- Overseeing the operation of the Instrument and the Honor System;
- Developing, promulgating, and monitoring policies and guidelines regarding operational procedures for implementation of this Instrument and the Honor System
- As necessary and appropriate, interpreting this Instrument and developing guidelines and policies regarding its meaning and operation, including but not limited to designation of offenses as “minor” or “serious” as provided under policies of the University Board of Trustees or Board of Governors;
- Advising student judicial officers, the Judicial Programs Officer, the Vice Chancellor for Student Affairs, and the Chancellor regarding this Instrument and the Honor System as appropriate;
- Proposing, reviewing, and coordinating action on amendments to this Instrument appropriate to its increased effectiveness;
- Performing such other duties as specified in this Instrument; and
- Reporting to the Chancellor, Faculty Council, and Student Congress annually in writing.

The Committee on Student Conduct meets bi-weekly throughout the Fall and Spring semesters. If you are interested in attending a COSC meeting, or would like to be added to the agenda, please [contact us](#).

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Sharing and printing options:



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[Mental Health Resources](#)

### Committee on Student Conduct (COSC)

[Newsletters](#)

[Forms & Documents](#)

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# ATTORNEY/NON-ATTORNEY ADVOCATES

As provided by the [Instrument](#), accused students have the right to an assigned student counsel or to a student counsel of their own choosing, with the requirement that only currently enrolled undergraduate students at UNC-Chapel Hill may serve as the Investigator or Defense Counsel in cases involving undergraduate students and only currently enrolled students, preferably from within the pertinent academic program, may serve as Investigator or Defense Counsel in cases involving graduate or professional students. Additionally, no person who is either a licensed attorney or who has passed a state bar examination may serve as the Investigator or as Defense Counsel or be present during Honor Court proceedings. However, in the event the offense charged is also the subject of criminal charges, the accused student may be accompanied to the hearing by a licensed attorney who may confer with the student during the hearing so long as the attorney does not address the hearing panel, those hearing the appeal, or other parties or witnesses, and so long as the attorney does not delay or disrupt the proceeding.

Additionally, in accordance with N.C.G.S. 116-40.11, for allegations of misconduct received by the University on or after August 23, 2013, any student or student organization accused of violations outlined in section II.C. of the Instrument may be represented, at their own expense, by a licensed attorney or non-attorney advocate of their own choosing. This provision shall not apply to cases heard by a student Honor Court (i.e., a board or panel that is composed entirely of students). Students or student organizations that choose to have a licensed attorney or non-attorney advocate represent them must notify Student Conduct, in writing, of the attorney's or non-attorney advocate's participation in the Honor System process at least five business days prior to any hearing. The notice must specify (a) the identity of the [Skip to Content](#) attorney or non-attorney advocate; (b) whether the individual is a licensed

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an attorney or non-attorney advocate shall be provided by the University of North Carolina at Chapel Hill. The attorney or non-attorney advocate must meet the requirements of a valid consent as specified by the Family Educational Rights and Privacy Act (FERPA) of 1974. Additionally, at least five business days prior to any hearing, the attorney or non-attorney advocate shall provide a signed certification affirming that they have read and understood (1) The Instrument of Student Judicial Governance, (2) Section 700.4.1 of the UNC Policy Manual, and (3) Information for Attorneys and Non-Attorney Advocates Participating in the Honor System.

A student or student organization that chooses to be represented at any hearing by a licensed attorney or non-attorney advocate may also be assigned a trained student counsel to serve in an advisory capacity. However, unless otherwise provided in the Instrument, the student or student organization may be accompanied to the hearing and represented by only one individual (licensed attorney, non-attorney advocate, or student counsel).

## Attorney/Non-Attorney Advocate FAQs

### + Who is the Student Attorney General, and what is their role in the Honor System process?

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The Undergraduate Student Attorney General is an undergraduate student appointed by the Undergraduate Student Body President. The Graduate & Professional School Student Attorney General is a student enrolled in one of UNC-CH's Graduate or Professional Schools and is appointed by the Graduate & Professional Student Federation President. The Student Attorneys General (or their designees) receive complaints of all alleged violations by students; investigate such complaints to determine whether there is a reasonable basis to refer the incident to the appropriate Honor Court; formulate and bring charges; advise accused students concerning their rights and procedures to be employed; represent the University's

[Skip to Content](#) 1 cases before the Honor Court, and respond to accused

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## **+ I have been asked to represent a student in the Honor System process. How do I establish this with the University?**

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The student must notify Student Conduct in writing of their decision to have an advocate other than one assigned by the appropriate Student Attorney General. This notice must be on file no later than five (5) business days prior to any hearing. All correspondence related to matters of student discipline will be sent directly to the student using their official UNC email account. It will be the student's responsibility to provide copies of that correspondence to their chosen advocate.

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## **+ At what point can the advocate begin to participate in the student conduct process?**

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The advocate can begin participating in the Honor System process once the accused student or accused student organization has received official notice of charges for alleged Honor Code violations from the appropriate Student Attorney General or their designee.

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## **+ Can anyone serve as the advocate for an accused student or student group?**

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It depends on the circumstances of the case, as described in the summary contained at the top of this page. Please refer to the Instrument, Section [Skip to Content](#) applicable footnotes, and the aforementioned UNC System

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## + Who can be present with the accused student at the hearing?

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Only the accused student's advocate can accompany the accused student in any hearing.

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## + How is a hearing conducted?

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All hearings pursuant to the Instrument are closed hearings, unless the accused student requests, in writing, that the hearing be open. Each hearing is conducted by a presiding officer who directs and controls the hearing proceedings, and who is responsible for maintaining proper decorum, including the conduct of parties and advocates/counsels toward witnesses. Both the Investigative and Defense Counsels present their respective versions of the case, including all supporting evidence, and the Court has the opportunity to ask any clarifying questions it may have. Ultimately, at the conclusion of the case and under the leadership of the presiding officer, the Court deliberates and announces the judgment and, as applicable, appropriate sanctions.

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## + What is the standard of proof for finding an accused student guilty in the Honor System process?

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The standard of proof that must be met for an accused student to be  
[Skip to Content](#) y of an Honor Code violation is that of "clear and convincing

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## **+ Can Honor System hearings be rescheduled?**

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The Honor System will attempt to schedule all proceedings that are convenient for all the parties involved. Requests for rescheduling and postponements must be made in writing.

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## **+ Why isn't the student afforded the same due process protections that would be provided in a criminal proceeding?**

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The Honor System process does not determine criminal guilt; rather, it determines whether a student has violated the University's Honor Code, which is a University policy. The courts have long recognized that the interests of the University community differ from those of the criminal justice system. Although there are basic concepts of fairness that apply to student disciplinary proceedings and which are delineated in University policy, the Honor System process serves administrative and educational functions relating to the mission of the University of North Carolina at Chapel Hill. Therefore, many of the intricate rules and processes that apply to the criminal and civil court system are not applicable to university student conduct processes and are therefore not required.

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participate in the Honor System process, or decides to attend the hearing but refuses to speak, the Honor System hearing will take place as scheduled. The accused student or accused student organization may not later use their refusal to participate in the Honor System process as grounds for appealing the hearing court or hearing panel's decision.

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### + Is the hearing recorded? Can I get a transcript?

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All hearings before the Honor Court are recorded. The accused student or accused student organization can request to review the recording. At the accused student or accused student organization's request and expense, a redacted copy of the recording can be requested from Student Conduct. Under FERPA, if the recording contains other student's information, the University may be limited in what it can disclose as not to violate other students' privacy. Student Conduct does not provide transcripts for the recordings.

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### + Isn't the Honor System process double jeopardy for those accused students also who are also facing criminal charges?

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No. "Double jeopardy" is a legal concept that applies solely to criminal proceedings. The University's process is educational and administrative in nature, and therefore double jeopardy does not apply to it.

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Sharing and printing options:



## CONTACT US

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CB# 5100

SASB North Suite 2105  
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## POLICIES

[Instrument](#)

[Alcohol Policy](#)





## THE WRITING CENTER • University of North Carolina at Chapel Hill

### Plagiarism

## What this handout is about

This handout explains what plagiarism is and outlines steps students can follow to avoid plagiarizing.

## What is plagiarism?

At UNC, plagiarism is defined as “deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise” (Instrument of Student Judicial Governance 5). Because it is considered a form of cheating, the Office of the Dean of Students can punish students who plagiarize with course failure and suspension. Full information can be found on the UNC Honor System page.

Often when students plagiarize, they do not intentionally steal another person’s work. Instead, they plagiarize by accident because they do not have a complete understanding of what constitutes plagiarism. This is what we mean by “reckless.” If you fail to give proper credit to someone else’s ideas because you didn’t know you were supposed to or because you didn’t know how to do so, you face the same consequences as if you intentionally stole someone else’s work. Therefore, it is your responsibility to understand when and how to acknowledge someone else’s contribution.

## Why are my instructors so concerned about plagiarism?

In order to understand plagiarism, it helps to understand the process of sharing and creating ideas in the university. All knowledge is built from previous knowledge. As we read, study, perform experiments, and gather perspectives, we are drawing on other people’s ideas. Building on their ideas and experiences, we create our own. When you put your ideas on paper, your instructors want to distinguish between the building block ideas borrowed from other people and your own newly reasoned perspectives or conclusions. You make these distinctions in a written paper by citing the sources for your building block ideas. Providing appropriate citations will also help readers who are interested in your topic find additional, related material to read—in this way, they will be able to build on the work you have done to find sources.

Think of it this way: in the vast majority of assignments you’ll get in college, your instructors will ask you to read something (think of this material as the building blocks) and then write a paper in which you analyze one or more aspects of what you have read (think of this as the new structure you build). **Essentially, your instructors are asking you to do three things:**

- Show that you have a clear understanding of the material you've read.
- Refer to your sources to support the ideas you have developed.
- Distinguish your analysis of what you've read from the authors' analyses.

When you cite a source, you are using an expert's ideas as proof or evidence of a new idea that you are trying to communicate to the reader.

## What about “common knowledge”?

In every professional field, experts consider some ideas “common knowledge,” but remember that you're not a professional (yet). In fact, you're just learning about those concepts in the course you're taking, so the material you are reading may not yet be “common knowledge” to you. In order to decide if the material you want to use in your paper constitutes “common knowledge,” **you may find it helpful to ask yourself the following questions:**

- Did I know this information before I took this course?
- Did this information/idea come from my own brain?

If you answer “no” to either or both of these questions, then the information is not “common knowledge” to you. In these cases, you need to cite your source(s) and indicate where you first learned this bit of what may be “common knowledge” in the field.

## What about paraphrasing?

Paraphrasing means taking another person's ideas and putting those ideas in your own words. Paraphrasing does NOT mean changing a word or two in someone else's sentence, changing the sentence structure while maintaining the original words, or changing a few words to synonyms. If you are tempted to rearrange a sentence in any of these ways, you are writing too close to the original. That's plagiarizing, not paraphrasing.

Paraphrasing is a fine way to use another person's ideas to support your argument as long as you attribute the material to the author and cite the source in the text at the end of the sentence. In order to make sure you are paraphrasing in the first place, take notes from your reading with the book closed. Doing so will make it easier to put the ideas in your own words. When you are unsure if you are writing too close to the original, check with your instructor BEFORE you turn in the paper for a grade. So, just to be clear—do you need to cite when you paraphrase? Yes, you do!

## How can I avoid plagiarizing?

Now that you understand what plagiarism is, you're ready to employ the following steps to avoid plagiarizing in your written work.

**Step 1: Accentuate the positive. Understand the value of citations.**

Do you feel that you use too many citations? Too few? Many students worry that if they use too many citations their instructors will think that they're relying too heavily on the source material and therefore not thinking for themselves. In fact, however, using citations allows you to demonstrate clearly how well you understand the course material while also making clear distinctions between what the authors have to say and your analysis of their ideas.

Thus, rather than making your paper look less intellectually sophisticated, using citations allows you to show off your understanding of the material and the assignment. And instead of showing what you don't know, citing your sources provides evidence of what you do know and of the authority behind your knowledge. Just make sure that your paper has a point, main idea, or thesis that is your own and that you organize the source material around that point.

Are you worried that you have too few citations? Double-check your assignment to see if you have been given any indication of the number or kind of source materials expected. Then share your writing with another reader. Do you have enough evidence or proof to support the ideas you put forward? Why should the reader believe the points you have made? Would adding another, expert voice strengthen your argument? Who else agrees or disagrees with the ideas you have written? Have you paraphrased ideas that you have read or heard? If so, you need to cite them. Have you referred to or relied on course material to develop your ideas? If so, you need to cite it as well.

## **Step 2: How can I keep track of all this information? Improve your note-taking skills.**

Once you've reconsidered your position on using citations, you need to rethink your note-taking practices. Taking careful notes is simply the best way to avoid plagiarism. And improving your note-taking skills will also allow you to refine your critical thinking skills. Here's how the process works:

(1) Start by carefully noting all the bibliographic information you'll need for your works cited page. (See #3 for more details on how to determine exactly what information you'll need for different kinds of sources.) If you're photocopying an article or section out of a book or journal, why not photocopy the front pages of the source as well? That way you'll have the bibliographic information if you need it later. If you forget to gather the information for a book, you can usually get it from the library's online card catalogue. Simply pull up the entry for the book you used to see the bibliographic information on that source. If you're working on an article from a journal, you can return to the database from which you got the original citation to find the bibliographic information.

(2) Next, try thinking about your notes as a kind of transitional space between what you've read and what you're preparing to write. Imagine yourself having a conversation with the author of the story/novel/play/poem/article/book you're reading, **in which you repeatedly ask yourself the following questions:**

- What is the author trying to explain?
- Why does s/he think these points are important?
- How has s/he decided to construct the argument?
- How does the structure of the argument affect the reader's response to the author's ideas?
- How effective is the author's argument?

Adopting this “conversational” approach to note-taking will improve your analysis of the material by leading you to notice not just what the author says, but also how and why the author communicates his or her ideas. This strategy will also help you avoid the very common temptation of thinking that the author’s way of explaining something is much better than anything you could write. If you are tempted to borrow the author’s language, write your notes with the book closed to ensure that you are putting the ideas into your own words. If you’ve already taken a step away from the author’s words in your notes, you’ll find it easier to use your own words in the paper you write.

(3) Finally, be careful to use quotation marks to distinguish the exact words used by the author from your own words so that when you return to your notes later in the writing process, you won’t have to guess which ideas are yours and which ones came directly from the text. You’ll have to experiment with different note-taking techniques until you find the one that works best for you, **but here’s one example of how your notes might look:**

James Leoni, trans. *Ten Books on Architecture* by Leone Battista Alberti. London: Alec Tirani, Ltd., 1955.

BOOK I, CHAPTER X: “Of the Columns and Walls, and Some Observations Relating to the Columns”

(p. 14) Alberti begins by talking about walls, and then says a row of columns is simply “a Wall open and discontinued in several Places;” he says the column supports the roof, and that columns are the most beautiful of the architectural elements; here, he’ll address what columns have in common, and later he’ll discuss their differences.

(p. 14) all columns rest on a plinth (or dye), which supports a base, which supports the column, which is topped by a capital; columns are usually widest at the base, and taper toward the top; Alberti says the column was invented simply to hold up the roof, but men sought to make their buildings “immortal and eternal,” so they embellished columns with architraves, entablatures, etc.

Notice that you can adapt this note-taking strategy to any format—whether you prefer to take notes by hand, on note cards, on your computer, or some other way. For more information on developing an effective note-taking technique, you can consult any grammar handbook. **Here are a few particularly helpful ones:**

Leonard J. Rosen and Laurence Behren. *The Allyn & Bacon Handbook*. 4th ed., Boston: Allyn & Bacon, 2000. *MLA Handbook*. 8th ed., New York: The Modern Language Association of America, 2016.

Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th ed., Chicago: University of Chicago Press, 2007.

### **Step 3: So many details, so little time! Locate the appropriate style manual.**

Don’t worry—no one can remember all the different citation conventions used in all the different university disciplines! **Citing your sources appropriately is a matter of:**

1. determining which style your instructor wants you to use,
2. finding the appropriate style manual, and

### 3. copying the “formula” it gives for each type of source you use.

First, carefully read the assignment to determine what citation style your instructor wants you to use (APA, MLA, Chicago, and CSE are the most common). If s/he doesn't specify a citation style in the assignment, check your syllabus, coursepack, and/or Sakai site. If you can't find the citation style in any of those places, ask your instructor what style s/he prefers.

Second, academic citation styles follow specific formats, so making an educated guess about how to structure your citations and works cited page is usually not a good idea. Instead, find the specified style manual in the reference section of the library, on the reference shelf in the Writing Center, or online.

Finally, style manuals provide easy-to-follow formulas for your citations. For example, the MLA handbook provides the following format for citing a book by a single author:

Author's name. Title of the book. Publication information.

You can use this formula for your own citation by simply plugging in the information called for, following the format of the formula itself. Here's an example of how that might look:

Berlage, Gai Ingham. *Women in Baseball: The Forgotten History*. Praeger, 1994.

If you'd like more information on citation styles, see the [UNC Libraries citation tutorial](#).

## Step 4: Seek instruction.

Tell your professors that you'd like to make sure you're not plagiarizing. Ask them if they'd be willing to meet with you to review your draft *before you turn it in for a grade*. Ask if they'd be willing to help you identify any passages that need better citation. Bring your draft, your notes, and your sources so your professor can see the original. Be proactive in this process! Point out areas you're not sure about. Don't wait silently, thinking that a passage must be okay if the professor doesn't point it out. Have this conversation well before the draft is due, and explain to your professor that you are trying not to be reckless.

Also remember that you can make an appointment with a Writing Center coach. Bring your draft and source materials, and show your coach the passages you're concerned about. Your coach can teach you strategies for paraphrasing, summarizing, and quoting effectively, and for attributing properly.

## How can I tell whether I've plagiarized?

If you've followed the above guidelines but still aren't sure whether you've plagiarized, you can double-check your work using the checklist below.

### **You need to cite your source, even if:**

1. you put all direct quotes in quotation marks.
2. you changed the words used by the author into synonyms.
3. you completely paraphrased the ideas to which you referred.

4. your sentence is mostly made up of your own thoughts, but contains a reference to the author's ideas.
5. you mention the author's name in the sentence.

**\*\*The moral of this handout: When in doubt, give a citation.\*\***

## Where can I look for more information on UNC's policies regarding plagiarism?

If you're interested in exactly how plagiarism is defined for the UNC community, see the [Honor System webpage](#). Because it is considered a form of academic cheating and constitutes a serious violation of the University's Honor Code, the usual punishment for a student found guilty of plagiarizing is suspension for one semester and an "F" in the course.

## Works consulted

We consulted these works while writing this handout. This is not a comprehensive list of resources on the handout's topic, and we encourage you to do your own research to find additional publications. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. For guidance on formatting citations, please see the [UNC Libraries citation tutorial](#). We revise these tips periodically and welcome feedback.

Alberti, Leone Battista. 1955. *Ten Books on Architecture*. London: Alec Tiranti.

Modern Language Association. 2016. *MLA Handbook*, 8th ed. New York: The Modern Language Association of America.

Rosen, Leonard J., and Laurence Behrens. 2003. *The Allyn & Bacon Handbook*, 5th ed. New York: Longman.

Turabian, Kate. 2018. *A Manual for Writers of Term Papers, Theses, Dissertations*, 9th ed. Chicago: University of Chicago Press.



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# REPORT AN INCIDENT

Any person may report suspected misconduct by any undergraduate or graduate & professional UNC-Chapel Hill student to Student Conduct for review. A report may be filed using the appropriate online reporting system found below. Student Conduct will review the report and refer it to the appropriate entity for action.

## Report a Suspected Violation of Academic Dishonesty

Academic Dishonesty violations are listed in full detail in Section II.B. of the [Instrument](#), and can include:

1. Plagiarism;
2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise;
3. Unauthorized assistance or unauthorized collaboration;
4. Cheating on examinations or other academic assignments;
5. Violating procedures pertaining to the academic process;
6. Deliberately furnishing false information;
7. Forging, falsifying, or misusing University documents, records, etc.;
8. Violating other University policies that are designed to ensure academic integrity, etc.; and
9. Assisting or aiding another to engage in acts of academic dishonesty.

Instructors who suspect academic dishonesty should refer the matter to Student Conduct as reasonably possible.

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## Report a Suspected Violation of Non-Academic Misconduct

Non-Academic Misconduct includes behaviors adversely affecting members of the University Community and are listed in full detail in Section II.C of the [Instrument](#). [For reports regarding COVID Compliance, please use this form.](#)

Examples of behaviors constituting Non-Academic Misconduct can include:

1. Fighting
2. Hazing
3. Illegally possessing, manufacturing, selling, or delivering a controlled substance
4. Operating a motor vehicle while impaired
5. Stealing, destroying, damaging, or misusing property
6. Forging, falsifying, or misusing documents
7. Trespassing

### REPORT SUSPECTED NON-ACADEMIC MISCONDUCT

## Report a Suspected Violation of the Alcohol Policy

Any person may report suspected misconduct under the [University Alcohol Policy](#). The Alcohol Policy of applicable to students and student organizations. Examples of behaviors constituting a violation of the Alcohol Policy can include, but are not limited to:

1. Underage purchase, possession, or consumption of alcoholic beverages
2. Providing alcohol to a person who is under 21 years of age

[Skip to Content](#) eled behavior that is disorderly, disruptive, or jeopardizes the health

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For more information about whether a behavior constitutes a potential Honor Code violation or a violation of the University's Alcohol Policy, please contact Student Conduct at 919-962-0805 or [jpa@unc.edu](mailto:jpa@unc.edu). Those who experience trouble using the online form may submit reports regarding potential Honor Code or Alcohol Policy violations, along with relevant supporting materials, to Student Conduct at [jpa@unc.edu](mailto:jpa@unc.edu).

## REPORT A SUSPECTED ALCOHOL POLICY VIOLATION

Sharing and printing options:



## CONTACT US

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Chapel Hill, NC 27599-5100

V: 919-962-0805

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[jpa@unc.edu](mailto:jpa@unc.edu)

## POLICIES

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