

**Resolution 97-5. Policies and Guidelines for a Cooperative Learning  
Environment.**

Teaching and learning occur simultaneously through a partnership between instructor and student. Instructors share knowledge, experience, and ideas with their students. Students process these thoughts, generate new ones, and share them with their teachers. In most cases, students and instructors communicate clearly and effectively. However, misunderstanding does occur. In an attempt to foster a positive academic environment, the Faculty Council, upon recommendation of the Educational Policy Committee, establishes these policies and guidelines.

The Faculty Council resolves:

1 **Part I. Policies**

2 Section 1. The Faculty Council recognizes and affirms the following policies. This  
3 recognition is not to be interpreted as precluding modification of any policy by the  
4 appropriate authority.

5 ***The Honor Code.*** The faculty should inform students of the provisions of the honor  
6 code, and be aware of their own responsibilities specified in the honor code. Faculty  
7 responsibilities are stated in the Instrument of Student Judicial Governance.

8 ***Student Grievance Procedures.*** According to UNC-CH Student Grievance  
9 Committee procedures, students may file a grievance against a UNC-CH employee, EPA  
10 non-faculty employee, staff employee, or student employee (when acting in the role of  
11 employee), when there is a violation of one of the following:

- 12 A. The UNC-CH Sexual Harassment Policy
- 13 B. The UNC-CH Racial Harassment Policy
- 14 C. The UNC-CH Policy on Sexual Orientation
- 15 D. The Americans with Disabilities Act
- 16 E. Title IX, which prohibits exclusion from participation on the basis of sex
- 17 F. Section 504 of the Rehabilitation Act of 1973, which outlaws discrimination
- 18 on the basis of a handicap

1 G. The Family Educational Rights and Privacy Act, which allows students to  
2 challenge the content of their educational records

3 Copies of the above policies can be obtained from the Dean of Students' office. They  
4 contain information about how to file a grievance. A grievance based on incidents that  
5 occurred more than six months before the complaint was filed will not be considered.

6 ***Student Access to Academic Records; Protection Against Improper Disclosure.*** As  
7 stated in The Family Educational Rights and Privacy Act of 1974, students may have  
8 access to their full academic records. Individuals who are, or have been, in attendance at  
9 UNC-CH, may inspect and review their education records. Otherwise, education records  
10 are subject to confidentiality requirements as specified by law and may not be disclosed  
11 improperly. Requests for recommendations imply that the student has given consent to  
12 the disclosure of information related to ability and performance. Judgments of ability and  
13 character may be provided under appropriate circumstances, normally with the knowledge  
14 or consent of the student. "Education records" are those records directly related to a  
15 student that are maintained by an educational institution. Particular University policy  
16 provisions are found in The University of North Carolina at Chapel Hill's Policies and  
17 Procedures Under the Family Educational Rights and Privacy Act of 1974.

18 ***Appealing a Grade.*** The University has systems for appealing a grade. The exact  
19 procedures vary among the academic units. Students should consult with their dean or  
20 department chairperson to obtain information about grade appeal procedures.

## 21 22 **Part II. Guidelines**

23 Section 2. The Faculty Council endorses the following guidelines for the faculty-  
24 student relationship. This endorsement shall not be construed as faculty legislation, is not  
25 intended to establish a contractual undertaking by The University or any individual, and  
26 shall not constitute the basis for civil action in a court or a defense in any administrative  
27 or judicial body of The University of North Carolina at Chapel Hill.

28 ***Clear Definition of Potential Honor Code Violations.*** In an attempt to avoid  
29 unintended misunderstanding, instructors should clearly state what is acceptable in their  
30 class. When study aids such as computers are allowed, the instructor is responsible for

1 explaining what constitutes proper use of these items. These rules should be established  
2 at the beginning of the course and should not be changed without giving students proper  
3 notice.

4 ***Assignment of Graded Work During the Last Week of the Semester.*** Instructors  
5 may not assign graded work during the last week of classes unless the course syllabus  
6 clearly states that such an assignment will be given.

7 ***Suggested Classroom Procedures.*** In general, instructors are strongly encouraged to  
8 follow the guidelines for course design and classroom procedures recommended by the  
9 Center for Teaching and Learning. When students enter into a learning relationship, they  
10 have certain needs and expectations. They are entitled to information about course  
11 procedures, content, and goals. Instructors should provide a syllabus, describing the  
12 course, and methods of evaluation. Particular attention should be paid to several areas of  
13 special concern to students, including provision of reserve readings, and grading policy.

14 Evaluated assignments should be returned to the students within a reasonable amount  
15 of time. Since part of the purpose of such assignments is to provide feedback, students  
16 should be given time to assess, and to learn from their mistakes. Ideally, such assessment  
17 would take place while the relevant topics are still fresh in their minds.

18 Extra credit, if offered, should be announced publicly and in advance, to the entire  
19 class.

20 ***Students Should Have Freedom of Expression.*** Students should be free to take  
21 reasoned exception to the data or views offered in any course of study. However, they are  
22 responsible for learning the content of any course of study for which they are enrolled.  
23 Instructors may assign a grade based on incorrect facts or poorly supported arguments or  
24 opinions. Nothing herein shall be construed to limit the freedom of the faculty to assign  
25 grades according to appropriate academic standards.

26 ***Responsibilities of Students and Teachers.*** Just as students ought to expect  
27 instructors who are knowledgeable and well prepared, so should teachers expect their  
28 students to be motivated, eager to learn, and actively engaged in class. It is the  
29 responsibility of teachers to make their courses serious intellectual experiences for

1 themselves and for their students. It is the responsibility of students to take seriously the  
2 courses in which they enroll. Good teachers need good learners.

3 Students should understand that they are members of a community of scholars, and  
4 membership in such a community is not a passive event. In order to be full participants in  
5 the educational community, and to maximize the educational value of a class, pre-class  
6 preparation is necessary.

7 Proper class preparation involves obtaining course materials as they are needed, and  
8 completing assignments as they are due. Full participation in a class requires regular  
9 attendance, arriving on time and remaining until class conclusion, and active involvement  
10 in the work of the class. Students should also consider the extent of their own  
11 involvement in a class in assessing the educational value of a class.

12 Sec. 3. This resolution is effective upon adoption.

## Appendix 1. Faculty Responsibilities per the Honor Code

Responsibility of faculty in relation to the Honor Code as stated in Instrument of Student Judicial Governance<sup>1</sup>

- A. To inform students at the beginning of each course and at appropriate times that the Honor Code, which prohibits giving or receiving unauthorized aid is in effect. Where appropriate, a clear definition of plagiarism and a reminder of the consequences should be presented, and the extent of permissible collaboration among students in fulfilling academic requirements should be carefully explained.
- B. To identify clearly in advance of any examination or other graded work the books, notes or other materials or aids which may be used; to inform students that materials other than those identified cannot be used; and to require unauthorized materials or aids to be taken from the room or otherwise made inaccessible before the work is undertaken.
- C. To require each student on all written work to sign a pledge that the student has neither given nor received unauthorized aid. Grades or other credit should not be awarded for unpledged work.
- D. To take all reasonable steps consistent with existing physical classroom conditions-such as requiring students to sit in alternate seats-to reduce the possibility of cheating on graded work.
- E. To exercise caution in the preparation, duplication, and security of examinations (including make-up examinations) to ensure that students cannot gain improper advance knowledge of their contents.
- F. To avoid when possible, reuse of instructor-prepared examination, in whole or in part, unless they are placed on reserve in the Library or otherwise made available to all students.
- G. To exercise proper security in the distribution and collection of examination papers; and to be present in the classroom during an examination when the

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<sup>1</sup> The Instrument of Student Judicial Governance, 1994. p. 32.

1 instructor believes that his or her presence is warranted or when  
2 circumstances, in his or her opinion, make his or her presence necessary.

3 H. To report to the Office of the Student Attorney General or the Office of the  
4 Dean of Students any instance in which reasonable grounds exist to believe  
5 that a student has given or received unauthorized aid in graded work. When  
6 possible, consultation with the student should precede reporting. Private action  
7 as a sanction for unauthorized cheating, including the assignment for  
8 disciplinary reasons of a failing grade for the course, is inconsistent with  
9 faculty policy and shall not be used in lieu of or in addition to a report of the  
10 incident.

11 To cooperate with the Office of the Student Attorney General and the defense  
12 counsel in the investigation and trial of any incident of alleged violation, including the  
13 giving of testimony when called upon.

## Appendix 2. Student Access to Educational Records

The term "educational records" does not include:

- A. Records of instructional, supervisory and administrative personnel that are in the sole possession of their maker and are not revealed to anyone else except a substitute;
- B. Records created and maintained by the University Police for law enforcement purposes;
- C. Records relating solely to an employee of UNC-CH in his or her capacity as an employee that are not available for any other purposes (however, records relating to a UNC-CH student, who is employed as a result of status as a student, are education records);
- D. Student medical records created, maintained, and used only in connection with provision of medical treatment to the student, that are not disclosed to any one other than the individuals providing the treatment;
- E. Records that contain only information relating to a person after he/she was no longer a student, such as alumni records.

A student is not permitted to inspect the following records:

- A. Financial records and statements of his or her parents;
- B. Confidential letters and statements of recommendation that were placed in education records before 1 January 1975 and that are used only for the purposes for which they are intended; and
- C. Confidential letters and statements of recommendation concerning admissions to an educational institution, an application for employment, or receipt of an honor that were placed in education records after 1 January 1975 where the student has waived his or her right to inspect those letters and statements.

A student who wishes to inspect his or her education records must file a written request to inspect them with the individual who has custody of the records. In some cases the student will be able to review the records immediately while, in other cases, a certain amount of time will be required to assemble the records for inspection, but the student will not be required to wait more than 45 days after the date of the request before being

1 allowed to inspect his or her education records. A students who exercises the right to  
2 review his or her education records is also entitled to a response from the institution to  
3 reasonable requests for explanations and interpretations of those records. If a student has  
4 asked to inspect or review his or her education records, none of those records shall be  
5 destroyed until the student's request to inspect or review has been honored.

6 The office providing the copies may charge a reasonable fee for each copy but will  
7 not charge a fee to search for or retrieve the records in question.