Request for Authorization to Establish a
Bachelor of Science in Art Education at
Fayetteville State University

Introduction

Fayetteville State University notified General Administration of its intent to plan a Bachelor of Science degree in Art Education (13.1302) on June 20, 2005. FSU seeks authorization to establish the degree program effective August 2006.

Program Description

The goal of the proposed Bachelor of Science in Art Education is to prepare students intellectually and artistically to achieve success as a teacher in a public or private school environment, and to meet the requirements for certified art teachers. (Art is a core subject in the No Child Left Behind Legislation). FSU already offers a Bachelor of Art degree in Visual Arts. This proposed degree program will compliment the existing program and meet the need for a standards based arts education program. The proposed Bachelor of Science degree in Art Education meets the North Carolina Department of Public Instruction's requirement for an initial "A" teaching license. Graduates will be able to apply knowledge, skills, and dispositions as a facilitator of learning in K-12 educational settings. Graduates will also demonstrate knowledge of traditional and contemporary art education movements, theories, and issues and be prepared to evaluate visual arts in relation to its history, cultures, and contemporary genres. The proposed degree program will be housed in the Department of Performing and Fine Arts in the College of Humanities and Social Sciences. The curriculum will require that students acquire a balance between being a creative artist and an art educator. The proposed 123 hour curriculum requires 45 credit hours in the College core, 37 credit hours in major art courses, six credit hours in a studio concentration, three hours of elective, and 32 credit hours in Professional Education.

Program Need

Surveys of students at FSU, Visual Arts alumni, Fayetteville Technical College, and art agencies (museums and art councils) indicate that there is a viable interest and pool of employers for certified art educators. Other national surveys indicate that there is also a need for standards based art education programs. It is estimated that in the Fall Semester 2006, a minimum of eight students will enroll in the program. By the end of the fifth year, there will be a minimum of 30 students enrolled in the proposed Bachelor of Science in Art Education. Various assessment techniques will be employed to evaluate the program's effectiveness and to improve the program. These include analysis of Praxis exams, accreditation reviews, student surveys, and feedback from employers.

Resources

The proposed program does not require any additional faculty for the initial years of the program. As the student enrollments in the program increase, additional faculty will need to be hired to teach required art courses. The program will be taught in the same building as the present Bachelor of Art degree in Visual Art, and the programs will share resources such as studio space and computer labs. All courses for the proposed program, except one, are currently being taught at FSU. The need for future program resources will be funded from enrollment growth funds, as required.

Recommendation

It is recommended that the Board of Governors approve the request to establish the Bachelor of Science degree in Art Education effective August 2006.

**Request for Authorization to Establish a
Bachelor of Science in Fire Science at
Fayetteville State University**

Introduction

Fayetteville State University notified General Administration of its intent to plan a Bachelor of Science Degree in Fire Science (43.0202) on September 14, 2005. The university now requests approval to establish the program in August 2006.

Program Description

The proposed BS degree in Fire Science, which will be housed in the Department of Natural Science, is an interdisciplinary degree that is designed to prepare students in the fundamental scientific principles for fire rescue, risk assessment, and the managerial skills necessary to operate a firefighter workforce. Further, the proposed program represents a collaborative partnership with a local public high school (E. E. Smith High School), Fayetteville Technical Community College, and the City of Fayetteville to establish a pipeline in fire science that will produce a more diverse firefighting workforce. The proposed BS at FSU is intended for working firefighters who want to further their education and career advancement. It is anticipated that some students who will enroll in the proposed baccalaureate program will be graduates of the Fire Academy at E. E. Smith High School and graduates of the fire protection technology associate degree program at Fayetteville Technical Community College.

The proposed degree in Fire Science will require 121 semester credit hours of course work. Forty-four of these hours will be in the general education core, 59 hours will be in Fire Science required courses, and 18 hours in one of two concentrations -- Management or Investigation. The management concentration is for firefighters interested in moving into managerial positions in fire stations. The investigation concentration is intended for firefighters who are interested in learning how to apply forensic techniques to determine if fires are the result of criminal activity. The majority of the coursework will be offered online because of the schedules of firefighters.

Graduates of the proposed fire science degree program will be able to manage a fire department, develop a plan for responding to hazardous materials, develop a public education strategy, demonstrate knowledge of the legal aspects of fire protection, and demonstrate the integration of knowledge and skills through a capstone residential experience that can occur at either the fire station on FSU's campus or another suitable fire station. The proposed degree program has been developed to meet the standards for accreditation for the International Fire Science Accreditation Congress, the agency that accredits such programs.

Program Need

The proposed program addresses several of FSU's strategic objectives—to contribute to intellectual capital formation and to prepare citizens to become leaders in a multi-ethnic and global society. The proposed program was developed because of a community acknowledgement (that originated in the 1990's) that the firefighting workforce did not

represent the demographics of the community it served and that it was necessary to create a pipeline in fire science in order to prepare more diverse firefighters (women and minorities) who would be eligible for further career advancement in fire science. National data also reveal that there is an under representation of minorities and women in fire science and related areas.

The results of two surveys conducted by FSU lend support that there are students and current firefighters who would pursue a bachelor's degree in fire science, if one were available. Because of the aforementioned, a partnership was formed that includes the City of Fayetteville, Cumberland County Schools, Fayetteville Technical Community College, and Fayetteville State University. The City of Fayetteville has located a fire station across the street from the University, so that the facilities of the fire station can be used for instruction. Letters of support have been received from the chairman of the Board of the Education of Cumberland County Schools, North Carolina State Firemen's Association, and the International Association of Black Professional Fire Fighters.

Resources
FSU anticipates hiring two new faculty members (with expertise in management and fire science) in the next two years. The new faculty will be funded through enrollment increase dollars. The library has applied for Title III funds to expand its acquisition in the area of fire science. In the meantime, reference materials can be acquired through interlibrary loan. Since the majority of the program is online, minimal physical facilities will be needed. Online infrastructure already exists on campus; faculty use Blackboard for enhancing traditional courses and for online course delivery. The fire station located on FSU's campus is an 18,000 square foot fire station with classroom space, multimedia capabilities and fourteen dorm-style beds. The fire station will allow students to have hands-on experiences in administrative and other skills to gain professional experience. E. E. Smith High School is one mile from FSU's campus. The Director of the proposed Fire Science program will be located at the fire station.

Recommendation
It is recommended that the Board of Governors approve Fayetteville State University's request to establish the Bachelor of Science in Fire Science effective August 2006.

Request for Authorization to Establish a
Bachelor of Arts in Art History at
The University of North Carolina at Charlotte

Introduction
The University of North Carolina at Charlotte notified General Administration of its intent to plan a Bachelor of Arts Degree in Art History (50.07.03) on October 10, 2005. The university now requests approval to establish the program in August 2006.

Program Description
The Department of Art is proposing to establish a Bachelor of Arts Degree in Art History. The department already offers a minor in Art History, a BA in studio art, and a B.F.A. degree in Art.   The proposed degree will fill an important academic niche in the region by helping students view and experience various art forms through an historical and analytical perspective. Such a degree contributes to the research focus of UNC Charlotte. Students pursuing the proposed degree program will gain competence in visual analysis, historical research, critical thinking and reading, analytical writing, and oral communication.

Students pursuing the proposed degree will study the visual cultures of human societies from the stone age to the present; gain practice applying methodological models to interpret works of art; develop strong research skills; and learn to work with museums, galleries, and other resources that collect and display images and objects. Moreover, the discipline of Art History allows students to explore and cultivate their own perspectives, values, and beliefs by examining their place in a society that is increasingly shaped by visual communications. The proposed program of study is 120 semester hours; this includes General Education requirements, 36 hours in courses approved for Art History credit, and 18 semester hours formerly in the art history minor.

Program Need
The proposed degree in Art History is consistent with the overall mission of UNC Charlotte to offer a comprehensive selection of academic majors and to develop its research capacity. Universities with more developed research agendas typically offer undergraduate and graduate degree in Art History to accommodate students interested in developing analytical visual skills coupled with historical knowledge.

The Charlotte region enjoys a substantial and well-developed arts infrastructure that includes a variety of art or art-related institutions including the Mint Museum, the McColl Center for Visual Arts, and the Light Factory. The size of the Charlotte region and the number of art venues in the region will help attract students to the proposed degree in Art History. Further, the implementation of the proposed degree in Art History will strengthen other programs in the Department of Art by attracting a variety of students (who might not desire to study a studio art).   Scholarly productively in art history will also increase with a degree program in Art History. The proposed program will also allow for collaborations among related disciplines at UNC Charlotte such as Architecture and the Charlotte Visualization Center. By the end of the fourth year, UNC Charlotte projects that there will be 24 full-time students enrolled in the program.

Resources
The proposed degree in Art History will build on the strengths of the Department of Art at UNC Charlotte. The library is adequate for an undergraduate degree in Art History. In the Spring 2007, the proposed Art History degree program will occupy newly renovated space. The proposed degree will be administered by a Coordinator who reports to the Chair of the Art Department. The proposed degree program uses existing faculty and resources that have been reallocated.

Recommendation
It is recommended that the Board of Governors approve The University of North Carolina at Charlotte request to establish the Bachelor of Arts in Art History effective August 2006.

Request for Authorization to Establish a
Bachelor of Science in Construction Management at
The University of North Carolina at Charlotte

Introduction

The University of North Carolina at Charlotte notified General Administration of its intent to plan a Bachelor of Science degree in Construction Management (15.9999) on April 20, 2005. The university now requests approval to establish the program in August 2006.

Program Description

The proposed B.S. degree in Construction Management, which will be housed in the Department of Engineering Technology, responds to the need for highly trained personnel in the construction industry in Charlotte and the surrounding areas. The proposed B.S. in Construction Management (CM) addresses the activities and essential skills needed to pursue a construction management discipline and meets the accreditation requirements of the American Council for Construction Education (ACCE). Further, the proposed curriculum is designed to provide the construction education necessary for entry into the construction industry (residential, commercial, and industrial sectors, infrastructure) and related careers (real estate, land development, code enforcement, and insurance).

The proposed degree requires a general education core with a foundation in Mathematics and Science; a business core that includes Accounting, Economics, Management, Statistics, and Business Law; and a technical core that follows the ACCE accreditation requirements and includes Construction Materials & Methods, Construction Surveying, Construction Drawings, Cost Estimating, Structures, Soils and Foundations, Building Systems, Project Scheduling & Control, Construction Contract Documents, Construction Practices, Construction Project Administration, and Highway Design. By the time of graduation, graduates will be able to utilize contemporary and discipline specific tools to analyze and solve complex construction management problems that involve the application of mathematical and scientific principles, fundamental business and management concepts, and knowledge of infrastructure development.

Program Need

The U.S. Department of Labor's Bureau of Labor Statistics (BLS) Occupational Outlook Handbook (OOH) 2002-03 Edition projects a significant increase in construction management jobs. Moreover, there were over 431,000 jobs in the U.S. held by construction managers in 2004. Possibly because the Charlotte area is one of the fastest growing in the U.S., North Carolina is expected to experience a growth of 21 percent in jobs in the construction management area, according to labor market data. Additionally, data for the Metropolitan areas of Charlotte-Gastonia reveal that the average salary for construction managers is about $79,000 a year. Further, excellent construction management opportunities are expected to grow through 2014 because the number of job openings exceeds the number of qualified individuals seeking to enter the profession. It is projected that the proposed program in Construction Management will have over 250 majors enrolled by the sixth year of operation. Additionally, similar to other universities with majors in construction management, it is projected that enrollments will continue to grow to over 500 students. This proposed degree program will develop needed intellectual capital and serve a business and industry need in the region.

Resources

The proposed degree program will share faculty with the existing Civil Engineering Technology Program. Moreover, the proposed B. S. in Construction Management will share several lower division and upper division courses with the existing Civil Engineering Technology program—maximizing the use of resources in these areas. Adequate facilities for the expected program's growth will be available, when other academic departments relocate this fall. The Library and Engineering Computing will be available to students in the proposed degree program.

Recommendation

It is recommended that the Board of Governors approve The University of North Carolina at Charlotte request to establish the Bachelor of Science in Construction Management effective August 2006.

**Request for Authorization to Establish a Master of Science Degree in
Athletic Training at East Carolina University**

Introduction

ECU notified UNC-GA of its intent to plan an MS in Athletic Training (CIP 51.0913) in March 2006. ECU requests authorization to establish this degree effective December 2006.

Program Description

The proposed program is being developed to meet accreditation standards of the National Athletic Trainers' Association (NATA). It is a 40-semester-hour, two-year program consisting of 31 hours of core classes and a choice of a 9-hour thesis or master's project. Clinically, the program is separated into two rotations: the first year assigned to on-campus clinical sites and the second year used for off-campus rotations. Students will study athletic training management and administration; enhance clinical proficiency; explain, evaluate, and apply current research; analyze ethical standards in athletic training; and develop knowledge and skills for teaching athletic training students. Roles of certified athletic trainers are divided into six domains: injury prevention; injury recognition, evaluation, and assessment; emergency care; treatment, rehabilitation, and reconditioning; organization and administration; and professional development.

Program Need

There are 350 accredited undergraduate athletic training programs in the US but only 12 accredited graduate programs despite the fact that 70 percent of athletic trainers have a master's degree or higher. Graduates of the master's program will be prepared to work in clinics, high schools, colleges, and universities as athletic trainers, training directors, and faculty. Including ECU's undergraduate program (one of the country's oldest and most successful), there are 19 accredited entry-level athletic training programs in NC, and ECU will recruit students from these programs to meet the needs of North Carolina. In addition to the 45 NCAA-affiliated higher education institutions in NC, there are 361 high schools, only a quarter of which have certified athletic trainers. The NC Department of Public Instruction is considering requiring a state-licensed athletic trainer in each high school. It is anticipated that the program will enroll 25-30 full-time students.

Resources

With the addition of a new faculty member in fall 2005, both the undergraduate and proposed graduate programs will have sufficient faculty to offer all required classes on a regular basis. With four on-campus athletic training facilities, there is ample room for appropriate learning and supervision of students. Additional athletic training research laboratory space is being secured for August 2006, and needed equipment is being secured through faculty start-up funds, department funds, and enrollment growth funding.

Recommendation

It is recommended that the Board of Governors approve the request to establish an MS in Athletic Training (CIP 51.0913) at East Carolina University effective December 2006.

Request for Authorization to Establish a Master of Science Degree in Software Engineering at East Carolina University

Introduction

East Carolina University notified UNC General Administration of its intent to plan an MS degree in Software Engineering (CIP 14.0903) in December 2004. ECU requests authorization to establish the program in July 2006.

Program Description

The MS in Software Engineering is a professional master's degree program that will be offered both on campus and online through a joint effort of the departments of Computer Science and Technology Systems. Software engineering is the study of tools and applications of a systematic approach to the development, operation, and maintenance of software. It is an emerging and interdisciplinary field that combines engineering, engineering management, and computer science. The focus of the program is to prepare students to specify, implement, and manage large software system projects that are on-time, on-budget, and meet functional requirements, including the complete system life cycle from initial concept to the end of product life. It will serve the career development needs of individuals practicing in fields related to software systems with BS degrees in electrical engineering, computer engineering, information systems, computer science, and related fields. The ECU Department of Computer Science has consulted with the NCSU Department of Computer Science as this proposal came forward for review, and the two department chairs will have further discussions about collaborative opportunities in distance education.

Program Need

During this decade employment in science and engineering occupations is expected to increase three times faster than the rate for all occupations, with approximately 86 percent of these jobs in computer-related occupations. A recent *Business Week* article noted that, "Software programmers are the seed corn of the Information Economy, yet America isn't producing enough. The Labor Department forecasts that 'computer/math scientist' jobs, which include programming, will increase by 40%, from 2.5 million in 2002 to 3.5 million in 2012. Colleges aren't keeping up with demand." A 2003 study prepared for UNC-GA on engineering needs in North Carolina identified software engineering as the fastest growing engineering field in the state. It predicted employment growth of over 70 percent during this decade, and it also emphasized a shortage of master's-level programs for engineers in the workplace. It is anticipated that by the fourth year, the ECU program will enroll 9 full-time and 51 part-time students.

Resources

Faculty planners have developed a tightly integrated curriculum with a minimum number of new courses along with an implementation plan that employs current resources to initiate the program. Most students will be taught at a distance, reducing the need for on-campus space. Needed facilities already exist, including a research and teaching lab dedicated to distance education in networking and computer systems.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Science in Software Engineering degree at East Carolina University effective July 2006.

Request for Authorization to Establish a Master of Science in Computer and Information Sciences at North Carolina Central University

Introduction

North Carolina Central University notified UNC General Administration of its intent to plan a Master of Science in Computer and Information Sciences (CIP# 11.0701) in October 2005. NCCU requests authorization to establish the program in July 2006.

Program Description

The proposed degree is a graduate-level extension of the successful BS on Computer and Information Sciences offered at NCCU, which had 57 upper division (juniors and seniors) majors in fall 2005. The Department of Mathematics and Computer Science will offer a four semester program with 30-36 hours offered in areas of concentration. Course work will be distributed among two core courses in operating systems and algorithms, elective hours, and concentrations of computer graphics, scientific computation, computational science, and software engineering. Students will have thesis, project, and written comprehensive examination options.

Program Need

In the Needs Assessment Report: UNC Report on Engineering, March 2003, the National Center for Educational Management Systems (NCHEMS) identified computer applications as an area where NC may need to produce more graduates. The report noted that a need exists in NC for computer science/software engineering graduates. The report concluded that a comparison of computer science degrees awarded relative to the number of computer application and software engineering occupations shows that NC is "slightly below" the national average. The Bureau of Labor Statistics forecasts faster growth in Science and Engineering occupations than in any other sector, with these occupations growing three times faster than the overall average during this decade. A degree program at NCCU will help increase the number of underrepresented African-Americans in these occupations. A National Science Foundation report on science and engineering (2004) reports growth in such programs for women and minority students, and the program will help address this trend. It is anticipated that after four years the program will enroll 25 full-time and 15 part-time students.

Resources

Enrollment growth funding will be used to hire a minimum of four tenure-track positions to supplement the faculty positions currently supporting the undergraduate program. The program will be housed in the new science complex that opened in September 2005, which has four general purpose computer laboratories, one general purpose laboratory, and one special purpose laboratory for student and faculty research. Some equipment has been purchased with a grant from the NSF.

Recommendation

It is recommended that the Board of Governors authorize the NC Central University request to establish a Master of Science in Computer and Information Sciences (CIP# 11.0701) effective July 2006.

Request for Authorization to Establish a Master of Arts in Ethics and Applied Philosophy at UNC Charlotte

Introduction

UNC Charlotte notified UNC-GA of its intent to plan a Master of Arts in Ethics and Applied Philosophy (CIP# 38.0103) in April 2005. UNCC requests authorization to establish the program in August 2006.

Program Description

The general objective of the MA in Ethics and Applied Philosophy will be to produce graduates with strong foundations in critical reasoning about ethical issues and other philosophical issues of an applied nature. The program will: create a supply of graduates for a variety of positions on ethics or compliance committees in local or national businesses, hospitals, or other professional settings; prepare graduates for instructor positions at community colleges and other settings requiring a professional master's degree; and prepare graduates who pursue a PhD in Philosophy or other doctoral programs related to ethics. The Philosophy Department and the Center for Professional and Applied Ethics at UNCC have done extensive work in the ethics-related areas of health care, business, public policy, engineering, and information technology. The Philosophy Department currently offers an undergraduate major with a track in applied philosophy and a graduate certificate in applied ethics. The proposed program will help employers meet the rapidly changing demands of industry regulators, business partners, and customers as well as international business, research program, and health care issues.

Program Need

There is a growing need for ethics and philosophical training to face new challenges encountered in business, medical associations, national and international contexts, and education. There are increased expectations that domains of social life are responsive to public scrutiny and deliberation, and such processes are specific to the field of philosophical reflection. Many people are employed in various professions in NC whose daily work involves ethical or other philosophical issues (*e.g.,* compliance officers and members of ethics committees). Typically these people are trained in a particular specialty—whether medical, legal, technical, business, etc.—but not trained in philosophy. Thus they are at a disadvantage when dealing with ethical and philosophical issues. The proposed MA program will provide them with training in philosophy that is at the same professional level as their training in other specialties. By the fourth year, it is anticipated that the program will enroll 6 full-time and 9 part-time students.

Resources

The Philosophy Department received a $25,000 grant from the Council of Graduate Schools for a Professional Master's in Ethics and Applied Philosophy with matching funds from UNCC. Current technology and library resources are adequate. The UNCC Strategic Plan includes resource allocations for one new position and four replacement positions over four years. The entire floor of Winningham Hall will be renovated in summer 2006 to provide more and better-equipped offices for faculty and graduate students.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Arts in Ethics and Applied Philosophy at UNCC effective August 2006.

Request for Authorization to Establish a Master of Art in Teaching English as a Second Language and Linguistics at Winston-Salem State University

Introduction

Winston-Salem State University notified UNC-GA of its intent to plan a Master of Arts in Teaching English as a Second Language and Linguistics (CIP# 13.1401) in June 2004. WSSU requests authorization to establish the program in August 2006.

Program Description

The proposed degree is an interdisciplinary program that will offer two broad tracks—English as a Second Language (ESL, general track) and ESL Applied Linguistics (AL). The general track is designed for candidates interested in pedagogy and related research, with the overall aim to provide a thorough grounding in knowledge and skills needed for ESL instruction at various educational levels. It is targeted for certified teachers who wish to enhance their knowledge and expertise in ESL. The applied linguistics track will focus on theoretical aspects of linguistics and related research in the core areas of phonetics and phonology, morphology and syntax, semantics and pragmatics, and sociolinguistics and psycholinguistics. The MA will require 39 hours of course work, and licensure can be secured after 18 hours of specific courses.

Program Need

This program is proposed in response to significant increases in the number of immigrants and Limited English Proficiency (LEP) students in the surrounding public school systems and the great need for qualified teachers to work with this population. Among NC's 117 school systems, Winston-Salem/Forsyth County ranks fourth with more than 3,500 LEP students. Spanish-speaking immigrants now make up approximately 80 percent of new enrollment in the area. Other factors that contribute to this urgency are: (a) the results of surveys conducted by the NC Department of Public Instruction and the WSSU Department of English and Foreign Languages and (b) legislative mandates—federal and local—especially the "No Child Left Behind Act" and North Carolina state policy that requires the same courses of study and testing for all students, including LEP students. It is anticipated that the program will enroll 20 students, mostly part-time because they will be classroom teachers.

Resources

Facility, technology, and library resources are currently adequate. Over the next three years, five additional faculty positions will be needed for this program, funded by enrollment growth funding. Grant funding will also be sought to support the program.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Arts in Teaching English as a Second and Linguistics (CIP 13.1401) at Winston-Salem State University effective August 2006.

Other Degree Program Actions

UNC Charlotte

UNC Charlotte currently offers a Master of Business Administration degree (CIP 52.0201). UNCC is requesting authorization to offer an additional MBA degree—MBA in Sport Marketing and Management—within the same CIP code. The proposed degree program is designed to develop leaders in sport by combining business and marketing skills to be applied in a variety of sports from motor sports to professional team sports to individual sports. The new degree program will require the same prerequisites for the MBA, the MBA common body of knowledge as prescribed by the accrediting American Association of Colleges and Schools of Business (AASCB), and 21 hours of specialized courses in Sport Marketing/Management. Enrollment will be limited to 30 students (15 each year admitted to the two-year program) to ensure that all students have outstanding internships in the Charlotte area. A new faculty member in the area of sports marketing has been hired, and additional faculty will be hired as the program grows. The program will be housed in the UNC Charlotte Uptown Building when it is completed in 2007-08.

The UNC Policy Manual states that, "Requests for *authorization to establish a new degree program that would be properly classified with the same six-digit CIP code as a currently authorized program at the same level, provided it will require no additional resources*, may be made at any time by letter from the chancellor to the Senior Vice President for Academic Affairs." The request by UNCC for this additional category in its MBA program and its authorization are presented to the Board of Governors for its information.

THE UNIVERSITY OF NORTH CAROLINA POLICY ON
RESEARCH MISCONDUCT

I. **Research Defined.** Research means a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. For the purposes of this Policy, Research includes all basic, applied, and demonstration research in all academic and scholarly fields. Research fields include, but are not limited to, the arts, the sciences, liberal arts, applied sciences, social sciences, the professions, and research involving human subjects or animals.

II. **Research Misconduct Defined.** Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting the results.
   a. Fabrication is making up data or results and recording or reporting them.
   b. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. The research record is the record of data or results that embody the facts resulting from the research inquiry and includes, but is not limited to research proposals, laboratory records, both physical and electronic, progress reports, abstracts, these, oral presentations, internal reports, books, dissertations, and journal articles.
   c. Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
   d. Research misconduct does not include honest error or differences of opinion.

III. **Findings of Research Misconduct.** A finding of research misconduct requires that:
   a. There is a significant departure from accepted practices of the relevant research community; and
   b. The misconduct is committed intentionally, or knowingly, or recklessly; and
   c. The allegation is proven by a preponderance of evidence.

IV. **Fair and Timely Procedures.** The constituent institutions and affiliated entities of The University of North Carolina shall develop fair and timely procedures for responding to allegations of research misconduct, designed to provide safeguards for subjects of allegations as well as for informants. Fair and timely procedures include the following:
   a. **Safeguards for Informants.** Safeguards for informants give individuals the confidence that they can bring allegations of research misconduct made in good faith or serve as informants to an inquiry or an investigation without suffering retribution. Safeguards include protection against retaliation for informants who make good faith allegations, fair and

objective procedures for the examination and resolution of allegations of research misconduct, and diligence in protecting the positions and reputations of those persons who make allegations of research misconduct in good faith.

b. **Safeguards for Subjects of Allegations.** Safeguards for subjects give individuals the confidence that their rights are protected and that the mere filing of an allegation of research misconduct against them will not bring their research to a halt or be the basis for other disciplinary or adverse action absent other compelling reasons. Other safeguards include timely written notification of subjects regarding substantive allegations made against them; a description of all such allegations; reasonable access to the data and other evidence supporting the allegations; and the opportunity to respond to allegations, the supporting evidence, and the proposed findings of research misconduct, if any.

c. **Objectivity and Expertise.** The selection of individuals to review allegations and conduct investigations who have appropriate expertise and have no unresolved conflicts of interests help to ensure fairness throughout all phases of the process.

d. **Timeliness.** Reasonable time limits for the conduct of the inquiry, investigation, adjudication, and appeal phases (if any), with allowances for extensions where appropriate, provide confidence that the process will be well managed.

e. **Confidentiality During the Inquiry, Investigation, and Decision-Making Processes.** To the extent possible consistent with a fair and thorough investigation and as allowed by law, knowledge about the identity of the subjects, informants, and research subjects is limited to those who need to know.

f. **Preservation and Retention of the Research Record.** The research record, including all documents, data, and materials relating to an allegation and investigation of research misconduct will become institutional records and will be preserved and maintained by the institutional investigators.

V. **Administrative and Disciplinary Actions.**

a. **Seriousness of the Misconduct.** In deciding what administrative or disciplinary actions are appropriate, the institution or entity should consider the seriousness of the misconduct, including, but not limited to, the degree to which the misconduct was knowing, intentional, or reckless; was an isolated event or part of a pattern; or had significant impact on the research record, research subjects, other researchers, institutions, or the public welfare.

b. **Possible Administrative and Disciplinary Actions.** Administrative and disciplinary actions available include, but are not limited to, appropriate steps to correct the research record; letters of reprimand; the imposition of special certification or assurance requirements to ensure compliance with applicable regulations or terms of an award; suspension or termination of

an active award; written warning; demotion; suspension; salary reduction; dismissal; or other serious discipline according to the appropriate policies applicable to students, faculty or staff. With respect to administrative actions or discipline imposed upon employees, the institution or entity must comply with all relevant personnel policies and laws. With respect to administrative actions or discipline imposed upon students, the institution or entity must comply with all relevant student policies and codes.

c. **Criminal or Civil Fraud Violations.** If the institution or entity believes that criminal or civil fraud violations may have occurred, the institution or entity shall promptly refer the matter to the appropriate investigative body.

VI. **Relationship to Other Policies.** The Research Misconduct Policy is meant to complement, not replace, other policies that may apply to conduct occurring during the research process, such as:

a. **University of North Carolina or State of North Carolina Policies.** University or State personnel policies and procedures, policies relating to financial misconduct, polices relating to human or animal subject research, student codes of conduct, or other applicable policies.

b. **Federal Policies and Procedures.** Research which is required to comply with separate federal and institutional policies which conform to policies and rules implemented in response to the Office of Science and Technology Policy's Federal Policy on Research Misconduct; for example, The Health and Human Services Policies codified at 42 CFR Part 93.

c. **Questionable Research Practices Policies.** Nothing in this Policy is meant to prohibit the adoption of policies and procedures addressing questionable research practices, which do not rise to the level of research misconduct, as defined in this Policy, but which violate the traditional values of research, and are detrimental to the research process.