PHARMACEUTICAL SCIENCES
STUDENT HANDBOOK*

2017-2018

Policies and Processes Guiding the Graduate Student Training Experience

Created by the Graduate Education Committee 2015
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I STUDENT STATEMENT
Graduate students have the opportunity to advance their personal careers as well as the stature of the graduate program. As colleagues in training, students are expected to uphold the highest standards of professional and ethical behavior. They should approach problems objectively as well as develop and test hypotheses creatively. Finally, students are encouraged to take initiative to discover science-related professional opportunities. Outlined below are the expectations and responsibilities of graduate students as they progress through the graduate program in Pharmaceutical Sciences (PHRS).

• Strictly adhere to the University Honor Code.
• Fulfill specific program requirements in a manner that is timely and consistent.
• Work diligently to develop themselves as scientists and scholars, by aggressively seeking external funding sources and scholarship opportunities, presenting work at research conferences, and publishing in peer-reviewed journals.
• Contribute to the School and greater University campus and affiliated medical centers through participation in student and faculty recruitment efforts, and service in relevant organizations and committees.
• Provide constructive feedback to the graduate faculty and administration about their graduate experiences to improve and enhance the program, including completion of course and instructor evaluations.
• Seek out teaching opportunities inside and outside the laboratory.
• Identify short and long-term career goals as part of an Individual Development Plan.
• Take measurable steps to achieve the core competencies in line with our program values.

II PROGRAM SUPPORT FOR STUDENTS
Graduate students are valued members of the UNC Eshelman School of Pharmacy (ESOP) community and are encouraged to take ownership of their graduate training experience by seeking out information and asking for assistance from both faculty and staff who provide program support. Students will best position themselves for success in our Program by utilizing the resources available to them and by being well informed of the policies and procedures that govern their training experience.

Key Sources of Assistance for Ensuring Graduate Student Success:

• The UNC Graduate Handbook (http://handbook.unc.edu/policies.html). Prior to the start of each academic year, the Graduate School updates or revises policies and processes that guide all graduate programs and their students and graduate faculty.
• **Your Divisional Administrative Assistant.**
  A division’s graduate program Administrative Assistant/Program Coordinator is the “go to” person and first point of contact for information and assistance. In addition to their responsibilities for the graduate program processes that help manage the student training experience, our administrative assistants are knowledgeable of School processes related to human resources, financials, travel, student affairs services, and day-to-day operations.

• **The Office of Curricular and Student Affairs (OCSA).**
  The Office of Curricular and Student Affairs works closely with the divisional administrative assistants and oversees areas of award recognition and promotion, professional and career development, registration, orientation, health insurance, and event planning within the School. Notably, the Assistant Director of the Office of Curricular and Student Affairs (ADOCSA) serves as an advocate to help navigate graduate student life.

• **Graduate Education Committee (GEC).**
  The GEC is chaired by the School’s Director of Graduate Studies (DGS) and is comprised of faculty representatives from each of the five pharmaceutical sciences divisions along with the ADOCSA, and the President of the Graduate Student Organization (GSO). The Associate Dean for Research and Graduate Education (ADRGE) is an *ex officio* member of the GEC. Examples of GEC responsibilities include: student recruitment, promoting student excellence across all divisions, assessing policies that impact admission, progression, and graduation, new course review and approval, and other activities related to creating and maintaining quality in our graduate program. The GEC encourages student participation through attendance of elected student leader representatives at its meetings, as well as through submission of comments and concerns to their Divisional Director of Graduate Studies (DDGS) or divisional GSO representative for discussion at GEC meetings.

• **The Business Clusters.**
  To bring efficient business practices to the UNC Eshelman School of Pharmacy, the School has created an efficient infrastructure to carry out the daily functions of the organization. The business clusters include: Research Administration, Finance, Facilities, Human Resources, Educational Technology, Information Technology, and the Office of Communications.

  For a global view of how the School is organized and who the unit leaders are, students can view the organizational chart here: [https://pharmacy.unc.edu/about/school-organization/](https://pharmacy.unc.edu/about/school-organization/)

### III ADMINISTRATIVE POLICIES & PROCESSES

**Financial Responsibility of Students and Student Responsibilities**

The recruitment of a graduate student into a divisional training program entails a commitment to provide full financial support to that student for the duration of his/her graduate career as long as
they remain in good academic standing. A student’s continued support by the Division is contingent upon their satisfactory performance and progression in their selected training program, which for PhD students is typically completed in 4-5 years. It should be noted that graduate students are the responsibility of their Divisional graduate program and not tied to any particular laboratory or faculty member. This is true no matter what the source of financial support for the student, including School or donor sponsored assistantships, external fellowships, or Divisional or faculty sponsored research assistantships.

Graduate student external grants and fellowships are an important component of the School’s overall strategy for maintaining a highly competitive graduate program and such student awards expand opportunities for all students and bring prestige to both the student and to our Program. Therefore, students are expected to pursue external funding as part of their training experience as such activities also enhance the student’s professional development and provides evidence of their success and competitiveness in their field of specialization.

Divisions should plan to support students largely from individual faculty and Divisional Graduate Support Fund (GSF) funds. Divisions should carefully plan their intake of new students considering projected faculty and student funding. Divisional sources of support such as University (e.g., Graduate School fellowships), and School/Foundation sources (e.g., Eshelman and Ferguson Fellowships) which are merit-based, are only available to a limited number of students upon admission to the program.

Student Responsibility for Obtaining NC Residency for Tuition Purposes
All graduate students with U.S. citizenship are expected to pursue NC Residency for tuition purposes by their 2nd year in our Program. To qualify for NC Residency in the Fall semester of their 2nd year, students must complete required actions within their first four weeks on campus. These actions are described on the Graduate School website at http://gradschool.unc.edu/studentlife/resources/residency/ where students will find the online application, information on the processes and requirements and other helpful background. It is important students understand NC residency does not necessarily begin upon their arrival in the state. Students are required to have 12 months of NC “presence” before applying for residency. Their “time clock” or “cluster” begins once a student has taken actions towards establishing their presence and making themselves residents by obtaining a driver’s license, vehicle registration, paying taxes, voter registration, etc. The Graduate School offers several NC Residency for Tuition Purposes workshops throughout the academic year. In addition, the Program’s Assistant Director of the Office of Curricular and Student Affairs (ADOCSA) coordinates and tracks student efforts to obtain residency, and regularly reports student success to the Office of Research & Graduate Education and to the DDGS’s.

The Graduate Student Achievement Report (GSAR)
Annually, the Office of Curricular and Student Affairs administers the Graduate Student Achievement Report to all PhD graduate students. Students report on several categories of progress and achievement for the calendar year leading up to the survey’s dissemination. Reporting categories include information on academic progression, professional accomplishments such as poster or podia
presentations, authored publications, external funding efforts, and activities impacting the student’s professional and career development. The collected data provide important metrics for program assessment and improvement, and for reporting on program status for the School's annual strategic plan report, the University’s accreditation reporting to the Southern Association of Colleges and Schools, and the Graduate School’s Program Review Self-Study Report.

**External Activities for Pay**

Open communication between students, faculty, and program administration, with due consideration for the student’s academic progression and responsibilities as a fellowship awardee or research assistant, will serve to minimize the potential negative impact of external employment activities on student progression.

Full-time graduate students enrolled in our program are expected to provide a 100% commitment of effort to progress through the program and complete their training within 4-5 years. Thus, students who wish to pursue external employment must comply with special provisions requiring the reporting of all external employment activities. Similar expectations for disclosure are expected of faculty as part of the University’s policy on External Professional Activities for Pay by Faculty and Non-Faculty EPA employees ([http://www.northcarolina.edu/apps/policy/index.php?pg=vs&id=s276](http://www.northcarolina.edu/apps/policy/index.php?pg=vs&id=s276)).

**Provisions for External Employment.** In some cases, students may wish or need to engage in full- or part-time employment outside the School while enrolled in the graduate program. Students employed for more than 10 hours per week may not be considered to be regular full-time graduate students. Since external employment at any capacity has the potential to negatively impact student progression, students are expected to (1) disclose their intent to engage in external employment of any type with their dissertation advisor, SAC/DC chair, and DDGS prior to initiating their employment, and (2) annually update their dissertation advisor, SAC/DC chair, and DDGS on their employment status and commitment. Note: Divisions may adopt standards regarding external employment which are more stringent than those outlined above.

Students who engage in employment outside the School at a capacity that precludes them from being a full-time student (e.g. a part-time student who works in industry) are considered as non-traditional students. In most cases, a Memorandum of Understanding (MOU) may be requested that specifies (a) the expected level of effort in graduate studies, (b) the level of effort in external employment, (c) the proposed sources of support for the student, and (d) a proposed schedule of coursework and other graduate training activities. The MOU must be signed by the student, their dissertation advisor, their DDGS or Division Chair, the DGS or ADR, and the external sponsor (if applicable). The MOU will be maintained on file by the DDGS and the DGS. Alternatively, a division may have a binding contract in place with a sponsor which has been reviewed and approved by the Office of Research & Graduate Education, Office of Research Administration or Dean of Operations, and University Counsel.

**Summer Employment.**

Summer employment, which typically constitutes an internship experience, may be undertaken at the end of the spring semester but only upon consultation with the student’s dissertation advisor, SAC/DC
chair, and DDGS, with due consideration for the student’s academic progression and responsibilities as a research assistant (RA). Students are not eligible to hold teaching (TA) or research assistantships while they are on summer employment and do not receive stipend support.

Student Bonuses for External Awards
The ESOP strongly encourages students to compete for internal awards and fellowships, as well as external awards and fellowships from federal and private sources. Receipt of such awards brings prestige and economic benefits to the student, to the School and to our Program. In addition to any direct financial benefits awardees receive from their external awards as specified in School guidelines, which are developed by the Office of Research & Graduate Education and are maintained and disseminated by the ADOCSA, students are also eligible for an award bonus provided by the School:

a) If the stipend of the external award exceeds the standard ESOP student stipend, the awardee may keep the higher amount.

b) Students who obtain external funding for their support are eligible to receive a supplemental bonus for each year of the award of 15% of the external award (up to $3,000) from the Office of Research & Graduate Education.

All award supplements are arranged through the ADOCSA and are contingent upon the availability of funds on an annual basis.

Travel Funds for Students
Students are strongly encouraged to attend professional conferences in their fields and present their work at regional and national meetings. Students should refer to their specific division’s appendices for directions on how to obtain such funds and for the process by which they obtain permission for travel.

Students who have filed a Report of Doctoral Committee Composition Form and a Doctoral Exam Report Form (parts I and II) are eligible for travel funds through the competitive Khalid Ishaq Graduate Travel Fund Stipend program. This program provides a travel stipend shared equally by the Office of Research & Graduate Education, the UNC Eshelman School of Pharmacy Foundation and the student’s dissertation advisor.

The Office of Research and Graduate Education (OR&GE) also oversees a competitive program that provides a $250 supplement for any master’s student in Health System Pharmacy Administration who will be traveling to present their research. All travel supplements are contingent upon the availability of funds.

In addition to School and divisional funding, students should pursue the following travel funding opportunities:

- Many conferences offer competitive travel awards.
- The Graduate and Professional Student Federation (GPSF) conducts a travel award application process throughout the academic year.
- The UNC Graduate School offers funding opportunities throughout the academic year.
Students receiving any type of travel award should work closely with their administrative staff and advisor when making travel arrangements to obtain pre-approval and ensure which travel expenses will be reimbursable. School-approved travel forms are available from the divisional administrative assistants. Students should refer to Divisional Appendices for division-specific requirements regarding travel.

**Reporting of Student Injuries**

All incidents involving physical injury to a student that occur within School buildings must be reported to the DDGS within 24 hours of occurrence if the incident is serious enough to involve a referral or reporting to another campus group (e.g., Student Health, Occupational Health Services, Environmental Health & Safety). The report to the DDGS must include any forms submitted to other campus groups when reporting the injury (e.g., UNC-CH Supervisor’s Incident Report Form, UNC-CH Employee’s Accident Report Form). The DDGS must report such incidents to both the DGS and to the Dean of Research within 48 hours of an occurrence. The DGS is responsible for maintaining records of all student injuries in a manner that facilitates identification of and deficient laboratory practices.

**Student Advocacy**

The **Student Advocacy Team (SAT)** is a “safe zone” provided by the UNC Eshelman School of Pharmacy for all graduate students as an outlet for obtaining assistance with any challenge they may encounter during their graduate studies, academic or personal. The SAT is comprised of faculty and staff members who hold student confidentiality in the highest regard. The SAT acts as facilitators, mediators, and problem solvers; with the best interest of the graduate student its primary concern. To learn more about this, please access the School’s webpage using the following link: [Student Advocacy Team](#).

**Student Vacation and Sick Leave**

Pharmaceutical Sciences graduate students recognize their participation in graduate training is a full-time commitment which does not adhere to semester and summer breaks included in academic calendars. The UNC Eshelman School of Pharmacy Faculty are committed to providing students the opportunity to take appropriate time off for vacation purposes as this is critical for stress reduction and maintaining a healthy perspective on work and life. Because students are trainees and not employees of the University, they do not earn sick leave or vacation time. However, students will be excused for illness and personal emergencies at the discretion of the DDGS in the first year and their dissertation advisor in subsequent years. In addition, students enrolled on the pharmaceutical sciences graduate program are allowed two weeks (10 days) of vacation days per year in addition to the University Holidays ([https://hr.unc.edu/benefits/leave-and-holidays/index.htm](https://hr.unc.edu/benefits/leave-and-holidays/index.htm)). Absences must be arranged in advance with the student’s advisor or DDGS in the first year and with their dissertation advisor in subsequent years. Students who have teaching assistant responsibilities are also required to notify the course coordinator of the course they have been assigned to during the semester in advance of any planned absence. In addition, the Pharmaceutical Sciences Graduate Program follows Graduate School’s medical withdrawal and leave policies ([http://handbook.unc.edu/medical.html](http://handbook.unc.edu/medical.html)).
For any absence from the Program greater than two weeks (10 work days), graduate students must obtain written permission from the Pharmaceutical Sciences DGS.

IV DIRECT-ADMIT MASTER’S DEGREE ACADEMIC REQUIREMENTS & PROCESSES

Curriculum
Graduate students in our program gain knowledge, experience, and skills through a variety of learning experiences tailored to the specific goals for each of the five areas of specialized training within the pharmaceutical sciences. These areas of specialization include chemical biology and medicinal chemistry, molecular pharmaceutics, pharmacotherapy and experimental therapeutics, pharmaceutical outcomes and policy, and hospital pharmacy administration for which core curriculums have been established.

Students are referred to the specific course requirements for their area of specialization which are described in their divisional appendices found at the end of this Handbook (see Section V). These include courses designed to provide students with broad foundational knowledge in their area of specialization, as well as more advanced courses which provide an opportunity for more in-depth study.

Student Mentoring
The Student’s Research Project Committee (RC)

The student is also expected to establish a committee of individuals committed to the success of his or her project. This committee is essential in order to provide guidance to the graduate student on research methodology, evaluation strategy, resolve identified barriers, and provide connection to the Division of Practice Advancement and Clinical Education at the UNC Eshelman School of Pharmacy.

The Master’s Research Project Committee (RC) will consist of the Research Adviser and two other members. Preferably, the faculty member will have expertise in the anticipated area of research or has clinical expertise in the area of therapeutic interest. The purpose of the RC is to assist the student in planning and evaluating the entire program of study.

The RC member should have experience with graduate student training and the will to intervene if a conflict arises or issues with the progression of the project.

The Research Adviser and RC should collaborate in the development and conduct of the research project. The RC should be formed by no later than December of residency year one.

Student Responsibilities for Committee Meetings (RC)
To improve communications between students and committee members, and to streamline student progression through research, three RC meetings must be held over the course of the two-year residency program, preferably mid-year during academic year one (December-January), at the end
of academic year one (June-July), and mid-year during academic year two (December-January). At least one of these meetings should be formal in nature. The format of the second meeting is up to the discretion of the student and adviser (e.g., students may wish to meet on an individual basis with all members of the committee).

At the first RC meeting, the Adviser should establish the role of the RC in the review process for the student’s research proposal. It is recognized that the degree of interaction between the RC and student for this review can vary widely, and is dependent on the make-up of the RC and the needs of the student. Typically, students will prepare an initial draft of their research proposal in consultation with their Adviser, and distribute it to their RC for review prior to a scheduled meeting. This will include a timeline of activities. RC members have the latitude of either providing their comments/critique/suggestions in writing or verbally either prior to or at the RC meeting. It is the responsibility of the student to follow-up individually with RC members or with ‘experts’ outside of their committee if there are specific suggestions/comments or areas in which they need help or clarification. Students will share the penultimate draft of the proposal with their Adviser once revisions are complete. If the Adviser feels that the student has satisfactorily addressed the comments/suggestions/ critique of the RC members, then the student will proceed with formal submission of their research proposal to their RC and to the Division.

Prior to each research committee meeting, students should provide a written summary of their research progress-to-date, preferably in the form of an updated research document, to each RC member two weeks prior to RC meetings to allow time for review. At each RC meeting, the student must set the schedule for the next meeting of their RC. Within 1 week of each RC meeting, the student must address the comments from the RC and incorporate into the ongoing research project.

**Student Teaching**

Academic work and insuring its integrity is a joint enterprise involving faculty and students. Because many graduate students serve as teaching assistants, it is incumbent upon graduate students to familiarize themselves with both the specific student and faculty responsibilities. These are described in the Record of the University of North Carolina at Chapel Hill (The Graduate School).

**Seminar Requirement**

Each student will be expected to present one education seminar each year on his/her research or other topic approved by the Residency Director. All students must attend the residency program’s regularly scheduled seminars each semester that they are in enrolled. Students may be excused from scheduled seminars if there is a direct conflict with class schedules.

**Qualifying Exam Requirements**

**Written Exam**

The final written comprehensive examination shall accomplish the following purposes, among others:
1. Assess the extent and currency of the candidate's knowledge and critical thinking skills in as comprehensive and searching an examination as the best practice of that field requires;

2. Test the candidate's knowledge of all transferred courses;

3. Discover any weaknesses in the candidate’s knowledge that need to be remedied by additional course work or other instruction;

4. Determine the candidate's fitness to continue work toward the master's degree.

   a. The Final Written Examination is a comprehensive examination taken upon completion of required graduate course work, and must be taken and passed. This usually will be at the end of the end of the 3rd semester of graduate school.

   b. Questions will be solicited from the Divisional Director of Graduate Studies. The Divisional Director of Graduate Studies makes the final decision regarding whether the student passes or fails this examination.

   c. A student judged to have failed the examination, either in its entirety or a significant portion thereof, will be required to retake the relevant portion(s) of the examination. At the discretion of the Divisional Director of Graduate Studies, the student may be required to complete other assignments in lieu of retaking a portion of the examination. These examinations will be graded and the results conveyed to the student within one month of the written examination.

   d. A student who fails the examination for the second time becomes ineligible for further master’s work. No student may continue in the program, or take the examination a third time, without approval by the Administrative Board of the Graduate School.

   e. After successfully passing the written examination, the Residency Director will complete the Doctoral Exam Report Part I, which is available from:

\[\text{http://gradschool.unc.edu/pdf/wdexam.pdf}\]

**Student Presentations**

The write-up of the Master’s research project must be submitted to the Graduate School according to the Schedule in the Calendar of Events for a specific commencement (e.g., a candidate must successfully complete their thesis substitute by April 1st, if they wish to participate in the May graduation ceremony).

It is desirable to have the graduate student present their project to their institutions and to their academic division. The Final Presentation should primarily be a representation of the results of the research project.
Annual Student Progression Reviews

A. Performance Reviews
   The performance of each 1st year graduate student will be reviewed by the Division Director of Graduate Studies and the Residency Program Director, and a recommendation to continue or discontinue support for the student will be made. Each graduate student will be notified of the status of his/her appointment for the next year (July 1 to June 30) at the time of his/her performance review.

B. Guidelines for Dealing with Unsatisfactory Performance
   1. A graduate student becomes academically ineligible to continue in the Graduate School if he/she receives any grade of "F" or receives nine or more hours of "L."
   2. The Graduate Education Committee will review the performance of every student requiring readmission action and forward an appropriate recommendation to the Division Director of Graduate Studies for final action. Various grade combinations will disqualify a graduate student, and all students should be familiar with the Graduate Degree Requirements stated in the University of North Carolina Graduate School Handbook.
   3. Readmission for the purpose of pursuing a Master's Degree after receiving a grade of "F" will normally be recommended only in cases of extenuating circumstances.
   4. The teaching performance of all Departmental Teaching Assistants will be assessed by the course coordinators and reviewed annually by the Division faculty. Performance reviews will become part of the student’s overall record. Remediation for unsatisfactory performance will be addressed by the Student’s Advisory Committee.
V DOCTORAL DEGREE ACADEMIC REQUIREMENTS & PROCESSES

Curriculum
Graduate students in our program gain knowledge, experience, and skills through a variety of learning experiences tailored to the specific goals for each of the five areas of specialized training within the pharmaceutical sciences. These areas of specialization include chemical biology and medicinal chemistry, molecular pharmaceutics, pharmacotherapy and experimental therapeutics, pharmaceutical outcomes and policy, and hospital pharmacy administration for which core curriculums have been established.

Students are referred to the specific course requirements for their area of specialization which are described in their divisional appendices found at the end of this Handbook (see Section V). These include courses designed to provide students with broad foundational knowledge in their area of specialization, as well as more advanced courses which provide an opportunity for more in-depth study.

Student Mentoring

The Student’s Advisory Committee (SAC) - Mentoring Prior to Formation of a Doctoral Committee
Advising of first year students is the responsibility of the DDGS. Thereafter it is important students have access to mentoring in addition to that provided by the DDGS. In most cases this mentoring function would be provided by a Doctoral Committee (DC) that is chaired by a faculty member other than the student’s Dissertation Advisor. In most instances, it is not possible to form a full DC early in the second year, therefore a partial committee of at least three faculty members should be formed. In some Divisions, this intermediate committee is termed a Student Advisory Committee (SAC), which provides guidance and oversight of the student’s progression and must meet annually until a dissertation committee is formed. In all cases, the DDGS should ensure each student has formed an advisory committee of some type (DC or SAC) by the beginning of a student’s second academic year.

SAC Composition
The composition of the student’s SAC will be dependent on the specific needs of the student’s divisional training program. Typically, the student’s SAC will consist of two faculty members from the student’s division (e.g. the DDGS and the student’s advisor), and a third member who brings mentorship in additional areas the student wishes to develop (e.g. specific research or clinical expertise) who may be from another department and who will likely serve on the student’s DC.

The Student’s Dissertation Committee (DC)
The DC offers guidance to the student regarding dissertation research and provides oversight of student progress towards research objectives. Students should form a DC as soon as possible according to divisional practices. For division-specific requirements please see Divisional Appendices (Section V).
**DC Composition**

The majority members of a student’s DC must be Graduate Faculty in the School of Pharmacy. School of Pharmacy Graduate Faculty include its tenure-track faculty, as well as its tenure-track faculty with joint appointment, clinical, or research faculty who have been appointed to the School’s Graduate Faculty by their divisions and are designated as Special Appointed Regular Graduate Faculty on the Graduate School’s website ([Graduate Faculty Designations](#)).

The DC should be comprised of five faculty members which includes the Dissertation Advisor and the DC Chair who have primary appointments in the School of Pharmacy. Students must request a Fixed-Term Graduate Faculty appointment for DC members who are not designated as either Regular Graduate Faculty, or as Special Appointed Regular Graduate Faculty which can also be determined on the Graduate School website ([Graduate Faculty Designations](#)). Students must also request a fixed term appointment for DC members who are external to the School or external to the University by submitting a completed *PHRS Form C: Request for Fixed Term Faculty Appointments* along with the fixed-term faculty’s CV, to their divisional administrative assistant who will process their request using the Graduate School’s on-line Fixed-Term Nomination System. In rare circumstances, a student may request approval from the Office of Research and Graduate Education for their adviser to serve in both roles. Such requests should be submitted in writing to the DGS.

In consultation with the Dissertation Advisor, the student should select a senior graduate faculty member from the School, other than their Dissertation Advisor, as the Chair of his/her DC who serves as an additional advocate for the student and ensures administrative processes are followed. In rare circumstances, a student may request approval from the Office of Research and Graduate Education for their adviser to serve in both roles. Such requests should be submitted in writing to the DGS.

**Student Responsibilities for Committee Meetings (SAC and DC)**

It is the responsibility of each student, in consultation with their advisor, and either their DDGS (for SACs) or Chair of their DC, to schedule a full committee meeting at least once annually. Within one week after the committee meeting, the student should prepare a report which is reviewed either by their advisor, DDGS, or DC Chair that includes:

1. time and place of the committee meeting
2. names of faculty present
3. a brief (typically 1 page) summary of the discussion and committee recommendations.

Students should refer to Divisional Appendices for any specific divisional requirements.

The report should be sent via email to all committee members for comment. Within two weeks of the committee meeting, the student should email a final report (incorporating all faculty comments) to committee members, the DDGS, and the AA for their Division. The AA for each Division will maintain an electronic file of all committee meetings for their students. DDGS’s will monitor the frequency of student committee meetings and will take appropriate steps to ensure they meet within the required a one-year interval.
**Professional and Career Development**

With an ever-changing landscape of pharmaceutical sciences and the world of work, students are encouraged to engage in their own professional and career development. The foundation of this development is through the completion of an Individual Development Plan (IDP). During their first year in the program, students must complete their IDP using the MyIDP website (http://myidp.sciencecareers.org/), and then schedule an initial one-on-one meeting with the ADOCSA to reflect on their IDP report results, as well as identify and discuss a written plan to develop self-identified areas of weakness which they will share with their SAC and first-year advisor. During the 2nd year and in subsequent years, the IDP is updated by the student and shared with their dissertation advisor and their mentoring team (faculty, alumni mentor, etc.). The GEC is responsible for developing a formal process for promoting regular mentor-student interactions aimed at the professional and career development of students which will involve the IDP as a “living” tool that evolves as the student’s progress through our Program.

**Student Responsibility**

Students should take ownership of their own development and pursue opportunities in the School, through the UNC Graduate School, campus partners such as Training in Biological and Biomedical Sciences (TIBBS), and *bona fide* campus classes/workshops with an emphasis on any area of professional development. Students report their professional development activities twice annually in the Graduate Student Achievements Report (GSAR).

Students must discuss their participation in any formal professional development program that involves a series of activities or classes, and any potential time conflicts with their dissertation advisor before they accept entrance into such programs. The student’s advisor, in consultation with the student’s DDGS and SAC/DC chair, should assess the impact of the student’s participation in such a program on their progression prior to giving their approval.

**Faculty Responsibility**

To promote a culture for maximizing a student’s potential, advisors, student committees, and DDGS’s are expected to engage regularly in any formal process adopted by students and faculty that promotes mentor-student interactions for the purposes of reviewing student progression as well as progress towards attaining certain personal professional and career goals which students identify and promote through their development of individual development plans.

**Ethics Training**

Graduate students in the Pharmaceutical Sciences (PHRS) program are required to obtain training in research ethics during their 1st year in the program, and then every 4 years according to NIH and NSF requirements. During their 1st year, students typically satisfy ethics training requirements via enrollment in PHRS 801 (Foundations for Cross-Disciplinary Training in the Pharmaceutical Sciences) which includes 12 hours of ethics training covering topics such as contracts/confidentiality, conflicts-of-interest (COI), material transfer agreements, intellectual property, plagiarism, etc. A link to the COI
online training module can be found at: https://apps.research.unc.edu/coi-training. It is the student’s responsibility to understand COI relationships in their laboratory. When presenting research findings and COI’s are known to exist, students and their advisor have an obligation to disclose advisor COI relationships.

The NIH now requires formal and informal (“continuous”) training in responsible conduct of research. This informal training should occur regularly through lab meetings, seminars, regular discussions, etc. Divisions are responsible for ensuring continuous instruction in the responsible conduct of research (RCR) for their students in compliance with NIH policy which states, “Instruction must be undertaken at least once during each career stage, and at a frequency of no less than once every four years. This instruction should involve substantive contact hours between the trainees/fellows/scholars/participants and the participating faculty. However, obtaining training through only online courses or tutorials will not satisfy this requirement.” Acceptable programs that meet these NIH requirements generally involve at least eight contact hours. A semester-long series of seminars/programs may be more effective than a single seminar or one-day workshop because it is expected that topics will then be considered in sufficient depth, learning will be better consolidated, and the subject matter will be synthesized within a broader conceptual framework. A listing of RCR training opportunities available on campus is available through the Office of Curricular and Student Affairs.

**Student Teaching**

All graduate students should be provided opportunities to develop their teaching philosophy and skill as part of their professional development. Although Teaching Assistantship (TA) activities are not a requirement of our program, students may apply for advertised TA positions in the professional program during the Spring semester for Fall courses, and during the Fall semester for Spring courses once they have completed FERPA training. If selected for a TA position in the professional program, TAs perform their duties in addition to their research efforts and are paid a supplemental salary based on hours worked. Once our Program adopts program-wide teaching requirements, additional opportunities to engage in teaching activities (e.g., large classroom instruction, small group facilitator, etc.) independent of the TA positions will be identified to facilitate a student’s professional development related to teaching.

Students must discuss any TA position and other teaching activities and potential time conflicts with their advisor before applying and accepting a TA position. The student’s advisor, in consultation with the student’s DDGS and SAC/DC chair, should assess the potential impact of the student’s TA and other teaching activities on their progression in the program prior to giving their approval.

In addition, some divisions may require students to complete a teaching practicum requirement or teaching certification as part of their training prior to being eligible to take comprehensive exams. Students do not receive additional compensation for completion of such training requirements. Please refer to the Divisional Appendices (Section V) for specific instructions related to any divisional teaching requirements.
External Internships

The UNC Eshelman School of Pharmacy faculty recognize external research internships provide important opportunities for our students to obtain valuable “on-the-job” training experiences and exposure to new perspectives and fresh ideas, and to develop new skill sets. External internships are encouraged as they can enhance a student's doctoral research, enrich the student's graduate training, or provide the student with opportunities for career development. All students should consider an internship as part of their overall training experience and students typically engage in such experiences during a summer semester after completion of their qualifying exams. Students should consult with their dissertation advisor and DDGS for guidance on which industry internships are available within their area of specialization. UNC’s Training Initiatives in Biomedical & Biological Sciences (TIBBS) provides funding for a wide range of short 1-month externship experiences for biomedical graduate students as part of its Immersion Program to Advance Career Training UNC ImPACT Program.

The decision to participate in an internship should be determined in consultation with the student’s dissertation advisor, SAC or DC, and DDGS since internships take students away from campus and may negatively impact progression if not carefully planned. Students are not eligible to hold teaching or research assistantships while they are on summer internship or summer employment and must complete Form D (U.S.) “Clearance for Students with U.S. Citizenship to Participate in Internships”, or Form D (I) “Clearance for International Students to Participate in Internships” at least 30 days prior to starting an internship”. International students are required to obtain clearance from OISSS to participate in a paid internship. The USCIS allows employment for training involving an internship or practicum which: 1) is an integral part of an established curriculum; 2) is monitored by the school; and 3) is required for graduation for all students in a particular educational program. To meet this requirement, international students must enroll in PHRS 990 Practicum which serves as a Curricular Practical Training (CPT) course for our Program.

For internships > 6 months in duration, a signed Memorandum of Understanding (MOU) between the Chair of the academic Division and a representative of the organization providing the experiential opportunity should be provided no later than 30 days prior to the internship start date. The MOU must clearly outline the conditions of the internship including goals and expectations for the student, a reporting structure for the student, the start and end dates for the internship, a plan for frequent communication between the involved parties (i.e. the student, the advisor, the internship facilitator), and a clear description of the financial arrangement for the support of the student during their leave from the Program; 3) Signature approval on the MOU by the Pharmaceutical Sciences DGS and the student’s DDGS. Alternatively, a division may have a binding contract in place for a sponsored fellowship which has been reviewed and approved by the Office of Research & Graduate Education, Office of Research Administration or Dean of Operations, and University Counsel.

Any graduate student who interrupts their graduate training to accept an industry or government internship of ≥1 month and up to 6 months in duration must confer with their advisor and DDGS on whether registration in PHRS 991 Research, PHRS 899 Practicum in Pharmaceutical Sciences, or an
official leave of absence from the University (see Graduate School Handbook http://handbook.unc.edu/masters.html#leave), represents the most appropriate and optimal strategy for the student’s internship. Students must use one of the Pharmaceutical Sciences Forms D which can be obtained from the Office of Research and Graduate Studies, Office of Curricular and Student Affairs, or from their DDGS.

Seminar Requirement
Each division holds their own weekly seminar series, some of which are held jointly with other departmental units on campus. Seminars provide a platform for developing oral communication and good presentation skills; for developing listening skills; for sharing research results, accomplishments, failures and obstacles; for introducing topics students may not have other exposure to; and for scientific discussions with colleagues.

Students who have a scheduled a final defense date are exempt from the seminar requirement in the semester their defense takes place since a final grade is dependent on their attendance up to the final day of classes.

Students should refer to their divisional appendices (Section V) for specific divisional requirements regarding enrollment in PHRS 899 seminar for credit such attendance, grading,

1st year Student Interviews with Faculty
The interview process with divisional faculty is useful for students to become aware of available research programs prior to selecting their Laboratory Rotation or Dissertation Advisor.

At the discretion of the Division, early in their first semester, students may be asked to interview with all Divisional Faculty members.

Laboratory Rotation Experiences
It is important for students to have experience with differing strategies and technologies for research and scholarly activity and with differing mentoring approaches. Typically, two or three research rotations will occur during the first year of the student’s graduate training program. Students should use the laboratory rotation as a mechanism for identifying a dissertation advisor and should work with their DDGS to identify faculty who are willing and able to support their graduate training. Students should be aware that placement with a dissertation advisor is often a competitive process thus, they should set high standards for themselves accordingly.

In addition, some divisions require students to participate in a research practicum as part of their training program. Students should refer to their divisional appendices (Section V) for specific divisional requirements.

All students should have the opportunity to have a significant research experience directed by a faculty member other than their eventual Dissertation Advisor. For laboratory-based Divisions, this experience would most likely be a conventional research rotation. However, Divisions have the latitude to structure student research experiences according to the needs of the student and the
academic characteristics of the Division. A report (which may include a meeting abstract, manuscript, or poster) must be submitted to the faculty supervisor of the research experience and to the DDGS shortly (within the semester) after completion of the research experience. Students typically enroll in PHRS 991 for any research experience they engage in so that a grade can be issued by faculty overseeing the student's laboratory experience who serves as “course director”. For rotations occurring as part of PHRS 991, both student and the faculty person overseeing the laboratory rotation have a responsibility for ensuring that a final grade has been determined.

**Qualifying Exam Requirements**

Students are directed to the Divisional Appendices for specific qualifying exam requirements for their division.

**Written Exam**

The written exam should assess a student's ability to assimilate and apply knowledge acquired through coursework, research, literature, seminars, and structure and informal discussions. The written exam is typically taken at the completion of a student’s didactic course work. The written component of the qualifying exam may take many forms such as a series of comprehensive or cumulative exams taken after the completion of course work or other types of training.  

**Note:** Students are referred to the Divisional Appendices for division-specific processes and requirements.

**Preliminary Oral Exam**

The preliminary oral exam is intended to be a comprehensive examination whose thoroughness in all ways conforms to the best accepted practices within a discipline and is required for degree completion. This exam assesses a student's ability to formulate hypotheses, design experiments to test the hypotheses, communicate scientific findings, and defend the rationale underlying proposed research objectives and the methods/approaches being used to achieve them. The oral exam is typically taken within 12 months of passing all required course work and consists of the preparation and defense of a research proposal which for most divisions is the student’s dissertation proposal.

The oral component of the qualifying exam may take many forms such as presentation and defense of a student’s dissertation proposal to their Division as a seminar. The selected method of examination may vary by Division (see Divisional Appendices Section V).

**Remediation**

Students who fail any component of their qualifying exams have the opportunity for remediation according to policies described in the UNC Graduate Student Handbook (http://handbook.unc.edu/). A graduate student who fails either a written or oral examination may not take the examination a second time until at least three months after the first attempt. The student should work with his or her academic program to identify areas needing additional emphasis and to establish an action plan to prepare for taking the exam a second time. Students can find the specific remediation requirements of their divisional training program in Section V below.
Final Defense
A defense is open to the public and is an opportunity for students to demonstrate their professionalism and mastery of their field. The defense is a time for students to acknowledge the contributions of faculty, collaborators, friends, and family. It is important final defenses are well-attended by students and faculty, especially those in the division where the student has trained. Therefore, it is the responsibility of each student, in consultation with their advisor and Chair of their DC, to schedule their final defense well in advance (i.e. 4-6 months), and to communicate frequently with their advisor, DC Chair, and divisional administrative assistant on progress leading up to the time of the defense. There is an expectation that all members of a student’s dissertation committee be present for the final defense. In the event a committee member is not able to be present at a final defense, the absent member must meet with the student and dissertation advisor separately to conduct an oral examination before signing the doctoral exam report. Following questions by the audience, the public portion of the student’s defense is formally concluded and the audience dismissed so that a DC can continue with the student’s final defense examination.

Student Presentations
Students must demonstrate good oral presentation skills as an assessed and reported core competency for our Program. Therefore, Divisional training programs perform at least three formal assessments on presentations by their Ph.D. student’s during their graduate training. For example, a first seminar is typically given by the 2nd year in the program. Students also make presentations to their divisions as a component of the preliminary oral exam (dissertation proposal) and dissertation defense (final oral exam).

Annual Student Progression Reviews
The Office of Research & Graduate Education tracks each student’s progression using the DGS Student Progression Spreadsheet which is centrally maintained on the M-drive and regularly reviewed and updated by DDGS’s and administrative assistants in each division. At the end of each semester, the ADOCSA provides the divisions with the names of students who received L and I grades. At the end of each academic year, the DGS initiates a review of student progression at a May/June GEC meeting. The DGS reviews each division’s DGS Student Progression Spreadsheet to identify students who “warrant further review” as those who either: 1) have not met with their DC in over one year; 2) have completed their 10th semester in our program; or 3) have acquired two L grades. The DDGS in each division notifies their identified students to submit a written reflection describing the circumstances that resulted in their progression warranting further review, and a plan on how they intend to improve their standing in the program. DDGS’s then share these reflections during the GEC student progression review and makes a recommendation for a GEC vote on whether a student should be considered “eligible” or “ineligible” for Program-wide incentives such as travel awards and internal awards/fellowships.
**Timely Progression Policy/Meeting w/ DGS**

Timely progression toward degree is a product of good planning and regular communication between both student and advisor.

Students who have completed a 5th year in the Pharmaceutical Sciences PhD program and who have not set a date for their final doctoral oral examination will have a special meeting of their dissertation committee. This meeting will be attended by the DGS. The purpose of this meeting will be to review a plan for the timely completion of the student’s dissertation activities. This plan should include milestone goals related to expected research results, and completions of manuscripts and the student’s written dissertation and specific dates to achieve said goals include the final defense.

**The Exit Master of Science Degree**

Students are not directly admitted into a Master of Science degree program in the divisions of CBMC, DPE, DPOP, and MOPH. Students in these divisions, who are eligible to receive a Master’s degree in lieu of the PhD, will typically have successfully progressed through the didactic portion of their studies and will have passed their written qualifying exam (or cumulative exam), and have demonstrated a level of research acumen consistent with the awarding of a Master’s degree in pharmaceutical sciences.

Master’s students are required to complete the same coursework and qualifying examinations as Doctoral students; however, the length of time engaged in their thesis research is shorter and the depth of the research project is less rigorous than for doctoral dissertation requirements. Thus, the academic requirements for the Master’s degree are like those listed for the Doctoral degree, and the student is expected to complete a program of study that will allow them to demonstrate mastery of his or her thesis research. Master’s students must have registered for at least 3 credit hours of PHRS 993 (Master’s Thesis) prior to the final thesis defense.

**Student Misconduct**

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Acceptance of enrollment in the University presupposes a student’s commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. A student’s enrollment in our Graduate Program carries the expectation that all work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable. If a violation is suspected, it may be reported to the Student Attorney General’s Office. A description of a student’s responsibility, or the responsibility of faculty members, under the UNC Honor Code can be found on the Office of Student Conduct web site ([http://studentconduct.unc.edu](http://studentconduct.unc.edu)). Faculty and students are encouraged to first consult with either the Graduate and Professional Student Attorney General (gpsag@unc.edu), or an academic administrator within the Eshelman School of Pharmacy, such as the DGS, before reporting a violation.
**Student Grievances**

Students are encouraged to first consult with the School’s [Student Advocacy Team](#) if they feel they have been the object of harassment, discrimination, exploitation, or the violation of their education records or privacy rights as outlined in FERPA by either a member of the faculty or staff of the School of Pharmacy. The following is a general guideline for the filing of an initial grievance with the Director of Graduate Studies (DGS):

1) In cases where a conflict of interest exists, the student is free to contact any person in the following administrative hierarchy when seeking assistance with filing their initial grievance with the DGS: their DDGS; DC Chair; any SAC/DC member; the Division Chair; the ADOCSA; the DGS; the Dean of Research; or the Executive Vice Dean and Chief Academic Officer for the School.

2) A grievance should be provided in written form to the DGS and signed and dated by the student who is filing the grievance, and should have a clear description of the nature of the grievance.

3) The grievance process must be completed with a final decision within 60 days of the DGS’s receipt of the original written filing of a student’s grievance.

4) Upon receiving a formal grievance by a student, the DGS will appoint an Ad Hoc Grievance Committee comprised of members of the GEC and a senior student who has served in a student leadership role, as well as a Chair for the Committee.

5) The Ad Hoc Grievance Committee and the DGS will separately investigate the specific grievance through careful and objective review of all submitted documentation, and then report their separate findings with a recommended decision to the Executive Vice Dean & Chief Academic Officer, or to the Associate Dean for Research & Graduate Education for review. The Committee’s recommendation does not need to be unanimous. The vote as well as any dissenting opinions by Committee members must be noted in a written recommendation submitted by the Committee Chair.

6) The Committee will not share its final recommendation with the DGS who will submit his own written recommendation to the Executive Vice Dean & Chief Academic Officer, or to the Associate Dean for Research & Graduate Education who will facilitate a final decision on the grievance on behalf of the School.

7) If the student is not satisfied with the School’s decision, the student can take up their grievance with the Graduate School.

**Student Grade Petitions**

Our program provides a mechanism for students to appeal a course grade in instances where a student believes such an appeal is justified, and encourages students to first address their concerns with the instructor who assigned the grade.

If, after consultation with the instructor, a satisfactory resolution cannot be reached, the student should seek advice and assistance from their advisor and DDGS for filing a grade appeal petition with our Program’s DGS. In addition, the student is free to contact any person in the following administrative hierarchy when seeking assistance: any SAC or DC member; their DC Chair; the Division
Chair; the Assistant Director of Student Affairs; the DGS; the Dean of Research; or the School’s Executive Vice Dean & Chief Academic Officer.

As per the UNC Graduate Student Handbook’s Student Grade Petition Policy (http://handbook.unc.edu), a grade appeal by a student must be based upon allegation that one or more of the following grounds influenced the grade assignment to the student’s detriment:

1. arithmetic or clerical error;
2. arbitrariness, possibly including discrimination or harassment based upon the race, color, gender, national origin, age, religion, creed, disability, veteran’s status, sexual orientation, gender identity or gender expression of the student;
3. personal malice; and/or
4. student conduct cognizable under the Instrument of Student Judicial Governance.

A grade appeal petition should be provided in written form to the DGS and signed and dated by the petitioning student, and should have a clear description of the nature of their grade appeal. A final decision on the student’s appeal must be communicated to the student within 30 days of the DGS’s receipt of the original written filing.

Upon receiving a grade appeal petition by a student, the DGS will appoint a five-member Ad Hoc Grade Petition Committee, which includes the Chair, comprised of experienced course directors from either the professional pharmacy program, or the graduate program. The DGS may also serve as a member on this Committee although no panel member may be from the same division as the petitioning student, and no member may be a former course coordinator for the student. The student must confirm to the DGS, their acceptance of the assembled Committee within 7 days of their notification before a deliberation on the student’s petition can begin.

The Grade Petition Committee will investigate the specific petition through careful and objective review of documentation submitted by both the student and the course coordinator before arranging a separate meeting with each to explain the process and address additional questions.

The Committee’s decision does not need to be unanimous, and the vote as well as any dissenting opinions by Committee members must be noted in a written recommendation submitted by the Committee Chair. The Committee will schedule a final meeting with the student and inform them of its decision. If the student is not satisfied with the Committee’s decision, the student can then file a grade petition with the Graduate School.
Other Policies & Procedures
Selected policies and procedures that may be of immediate interest for students which can be found in the Graduate School Handbook [http://handbook.unc.edu/policies.html] include:

- Honor Code
- Research Misconduct
- Copyright Policy
- Family Educational Rights and Privacy Act (FERPA)
- Illegal Drug Policy
- Student Alcohol Policy
- Immunization Requirements
- Class Attendance and Religious Observance Policy
- Guidelines for Serving Alcohol at University-Sponsored Events
- University Travel Policy and Global Travel Registry
- Improper Relationships between Students and Employees
- Policy Statement on Non-Discrimination
- Policy on Prohibited Discrimination, Harassment and Related Misconduct
- Student Grievance Policy and Procedures
- Faculty Grievance Committee
- Residency Status for Tuition Purposes
- Graduate Student Parental Leave Policy

Handbook Amendments & Revisions
The GEC will review and revise the Student Handbook on an annual basis between April-June. Any student or faculty member may propose revisions or new academic policies for the Student Handbook. Such proposals should first be discussed and finalized within the originating division before a division’s DDGS brings the proposal to the GEC for discussion and a vote on approval. Proposals approved by the GEC will then go to the Executive Vice Dean and Chief Academic Officer or to the Associate Dean for Research & Graduate Education for review and a decision, or for referral to the Executive Committee for discussion. Revisions to a proposal by the GEC must first go back to the originating division for discussion and feedback before coming back to the GEC for a vote.

VI DIVISIONAL APPENDICES
Additional processes and academic policies that are specific to divisional training program are found in this section. It is acknowledged that specific forms, administrative processes, and academic requirements vary significantly between divisions. Therefore, each division should use this Section of the handbook to incorporate any additional detail about their program that is currently found in the division’s handbook and not described in other sections of this handbook.