



PHARMACEUTICAL SCIENCES STUDENT HANDBOOK*

2022-2023

*Policies and Processes Guiding the Graduate
Student Training Experience*

Created by the Graduate Education Committee 2015, updated 2022

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I STUDENT EXPECTATIONS

Graduate students advance their careers and the stature of the graduate program by upholding the highest standards of professional and ethical behavior, approaching problems objectively, and developing innovative solutions to complex problems in Pharmaceutical Sciences. Outlined below are the expectations and responsibilities of graduate students as they progress through the UNC Eshelman School of Pharmacy (UNC ESOP; hereafter referred to as the School) graduate program in Pharmaceutical Sciences (PHRS; hereafter referred to as the Program).

To succeed, students will:

- Adhere to guidance set out in the Expectations for the Pharmaceutical Sciences Graduate Program document
- Strictly adhere to the University Honor Code: Failure to uphold the University Honor Code can lead to dismissal from the program.
- Strictly adhere to all UNC policies on Prohibited Discrimination, Harassment and Related Misconduct: UNC policies on Prohibited Discrimination, Harassment and Related Misconduct can lead to dismissal from the program.
- Fulfill specific requirements in a manner that is timely and consistent with expectations.
- Work diligently to develop themselves as scientists and scholars by actively seeking external funding sources and scholarship opportunities, presenting work at research conferences, and publishing in peer-reviewed journals.
- Contribute to the School, University, 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 teaching opportunities inside and outside the laboratory.
- Explore career and professional development opportunities as a means to optimize their growth.
- Identify short and long-term scientific and professional development career goals as part of an Individual Development Plan.
- Take measurable steps to achieve the core competencies that align with our program values as defined in the Pharmaceutical Sciences Governance Document.

II PROGRAM SUPPORT FOR STUDENTS

Graduate students are valued members of the UNC ESOP community and are encouraged to take ownership of their graduate training experience by seeking out information and assistance from faculty and staff who provide program support. Students will best position themselves for success 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 Student Policies and Support:

- **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 apply to all graduate students.
- **Divisional Graduate Program Coordinator**
A Division's Graduate Program Coordinator (GPC) 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, GPC's are knowledgeable of the School's processes related to human resources, financials, travel, student-affairs services, and day-to-day operations.
- **The Office of Curricular and Student Affairs (OCSA)**
<http://faopharmacy.unc.edu/student-admin/office-of-student-affairs/>
The Office of Curricular and Student Affairs works closely with the Divisional Graduate Program Coordinators to oversee areas of award recognition and promotion, professional and career development, recruitment, registration, orientation, health insurance, and event planning within the School. Notably, the Assistant Director of the Office of Curricular and Student Affairs for Graduate Studies (ADOCSA) serves as an advocate to help navigate graduate student life.
- **Wellbeing Committee and Wellness Resources**
<https://faopharmacy.unc.edu/wellness/>
There are eight major dimensions of life that impact your overall wellness, and it is important to pursue or maintain healthy habits in each of these areas. Each dimension of wellness plays a role in your personal satisfaction and sense of well-being, and these dimensions are interconnected. ESOP is committed to the wellbeing of our students. The Wellbeing committee has representative from across ESOP including graduate students and work towards a culture that promotes wellbeing.
- **Graduate Education Committee (GEC)**
The GEC is chaired by the School's Assistant Dean for Graduate Education & 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: oversight of 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.

- **Business Operations Team**

<http://faopharmacy.unc.edu/finance/business-operations-team/>

To ensure efficient business practices, the School has created an infrastructure to carry out the daily functions of the organization. The business areas include: Research Administration, Finance, Facilities, Human Resources, Educational Technology, Information Technology, and the Office of Marketing and 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/>

III ADMINISTRATIVE POLICIES & PROCESSES

Financial Responsibility of Students and Student Responsibilities

The recruitment of a graduate student into 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 and for the MS with a specialization in health system pharmacy administration in 2 years.

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

Student Responsibility for Obtaining NC Residency for Tuition Purposes

All graduate students with U.S. citizenship are expected to pursue North Carolina (NC) residency, due to tuition ramifications, by the beginning 2nd year in our Program. To qualify for NC residency in the Fall semester of their 2nd year, students must complete required actions upon their arrival to NC. These actions are described on the State Residency Determination Service (RDS) website <https://ncresidency.cfnc.org/residencyInfo/> where students will find the online application, information on the processes and requirements for NC residency, and other helpful background materials. It is important for students to understand that NC residency does not necessarily begin upon their arrival in the state. Students are required to have 365 days 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. In addition, the Program's ADOCSA coordinates and tracks student efforts to obtain residency, and regularly reports student success to the DGS, DDGS's and ADGRE.

Graduate Student Progression

Students are expected to inform their Divisional GPC and their DDGS details regarding several categories of progress and achievement during the calendar year. Reporting categories include information on academic progression, professional accomplishments (e.g., poster or podia presentations, authored publications, engagement in campus and national organizations), external funding efforts, and additional activities that impact the student's scientific, professional and career development. The data are collected through committee reports, 991/994 forms and annual submission of a CV and provide important metrics for Program assessment and improvement, as well as provide details about the Program 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>).

Provisions for External Employment.

In some cases, students may wish or need to engage in full- or part-time employment outside of the School while enrolled in the 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 that are more stringent than those outlined above.

Students who engage in employment outside the School at a capacity that precludes them from being a fully-funded student (e.g. students who work in industry or have a clinical practice) are considered

as non-traditional students. In most cases, a Memorandum of Understanding (MOU) may be requested that specifies (1) the expected level of effort in graduate studies, (2) the level of effort in external employment, (3) the proposed sources of support for the student, and (4) a proposed schedule of coursework and other graduate training activities if dramatically different from traditional students. The MOU must be signed by the student, their dissertation advisor, their DDGS or Division Chair, the DGS or ADRGE, 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, and University Counsel.

Internships

Internships or other career exploration experiences that include a salary are encouraged but require 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 or research assistantships while they are engaged in external other immersion/employment opportunities and therefore should not receive stipend support from the Program or Program faculty.

Student Bonuses for External Awards

The School 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 their dissertation advisor, to our Program, and to the School. 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:

- If the stipend of the external award exceeds the School's standard student stipend, the awardee may keep the higher amount.
- 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.

Travel Funds for Students

Students are strongly encouraged to attend regional and national professional conferences in their fields of study, and present their work at these 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.

PhD 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 that requires partial matching fund from the student's research advisor. Specific details will be included when requests for applications are made throughout the year.

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

- Regional and national conference competitive travel awards
- The Graduate and Professional Student Government (GPSG) travel award applications, which are available throughout the academic year:
 - <https://gpsf.unc.edu/financial-allocations/travel-awards/>
- Additional UNC Graduate School travel funding opportunities, which are available throughout the academic year to both MS and PhD students:
<https://gradschool.unc.edu/funding/gradschool/transportationgrant.html>

Students who receive any type of travel award should work closely with their administrative staff and dissertation advisor when making travel arrangements to obtain pre-approvals and to ensure which travel expenses will be reimbursed. 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 on the UNC Campus must be reported to the DDGS within 24 hours of occurrence if the incident is serious enough to involve a referral or report to another campus group (e.g., Student Health, Occupational Health Services, Environmental Health & Safety, UNC Medical Center). 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 ADRGE within 48 hours of an occurrence. The DGS is responsible for maintaining records of all student injuries in a manner that facilitates prevention of future incidences.

Student Wellness

The School recognizes that vacations are essential for student wellness. Since students are trainees and not typically employees of the University, they do not earn sick leave or vacation time. Additionally, graduate training is a full-time commitment that does not adhere to typical semester and summer breaks included in UNC academic calendars. To address this, the following guidelines serve as minimum standards:

- Students are allowed a minimum of 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>).

- Students will be excused for illness and personal emergencies at the discretion of the DDGS in the first year, and at the discretion of their dissertation advisor in subsequent years.
- Vacation 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 assistantship responsibilities are also required to notify the Course Coordinator of the course they have been assigned to in advance of any planned absence.
- The Eshelman Care Team provides assistance and support for students with wellness issues <https://pharmacy.unc.edu/academics/student-affairs/eshelman-care-team/>
- The Program follows the UNC Graduate School's medical withdrawal and leave policies (<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 IN HEALTH-SYSTEM PHARMACY ADMINISTRATION: ACADEMIC REQUIREMENTS & PROCESSES

Curriculum

Graduate students in our direct admit MS Program gain knowledge, experience, and skills through a variety of learning experiences, which are tailored to the specific goals for the area of specialized training within the Pharmaceutical Sciences. The current MS Program is focused in health-system pharmacy administration, and students are referred to website for the current curriculum <https://pharmacy.unc.edu/academics/the-ms/masters-degree-information/>

The MS program includes courses designed to provide students with broad foundational knowledge, advanced courses that provide an opportunity for more in-depth study, and experiential training.

Student Mentoring

The Student's Research Project Committee (RC)

The student is also expected to establish a Master's Research Project Committee (RC) is essential in order to provide guidance to the graduate student on research methodology, evaluation strategy, resolve identified barriers, and provide connection to the School. The committee will follow the following guidelines:

- Will consist of the research advisor 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.
- RC members 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 advisor 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 advisor (e.g., students may wish to meet on an individual basis with all members of the committee).

At the first RC meeting, the advisor 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 advisor 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 advisor once revisions are complete. If the advisor 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 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 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:

- 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;
- Test the candidate's knowledge of all transferred courses;
- Discover any weaknesses in the candidate's knowledge that need to be remedied by additional course work or other instruction;
- Determine the candidate's fitness to continue work toward the master's degree.

The Final Written Examination will follow the following guidelines:

- This is a comprehensive examination taken upon completion of required graduate course work and must be passed to complete the degree. The exam is usually taken at the end of the end of the 3rd semester of graduate school.
- 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.
- 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.
- 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.
- After successfully passing the written examination, the Residency Director will complete the Doctoral Exam Report Part I, which is available from:
<http://gradschool.unc.edu/pdf/wdexam.pdf>

Student Presentations

The written report 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

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.

Guidelines for Remediation of Unsatisfactory MS Student Performance

- 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."
- 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.
- 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.
- 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 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 four areas of specialized training within the pharmaceutical sciences. These areas of specialization include chemical biology and medicinal chemistry, pharmacoengineering and molecular pharmaceuticals, pharmacotherapy and experimental therapeutics, and pharmaceutical outcomes and policy. 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 VI).

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 and the Student's Advisory Committee (SAC). Thereafter it is important students have access to mentoring in addition to that provided by the DDGS. In most cases, this mentoring function will be provided by a Doctoral Committee (DC) that is chaired by a faculty member other than the student's dissertation advisor. In some 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 or the original SAC should function as the advisory committee to

provide guidance and oversight of student progression. The SAC must meet at least annually until the DC is formed. In all cases, the DDGS should ensure each student has formed and met with an advisory committee of some type (DC or SAC) by the end of a student's first academic semester.

SAC Composition

The composition of the student's SAC will be dependent on the specific needs of the student and the 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 faculty member who brings mentorship in additional areas the student wishes to develop (e.g., specific research or clinical expertise), who may be from another Division or Department and who will likely serve on the student's DC. The student and SAC should identify a chair to assist in administration.

The Student's Dissertation Committee (DC)

The DC offers guidance to the student regarding dissertation research, provides oversight of the student's progress towards research objectives, professional development and career exploration. Students should form a DC as soon as possible, according to Divisional practices per the Divisional Appendices (Section VI).

DC Composition

The majority members of a student's DC must be Graduate Faculty in the School. Graduate Faculty in the School include its tenure-track faculty, as well as its tenure-track faculty with a 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 by the UNC Graduate School ([Graduate Faculty Designations](#)).

The DC should be comprised of five faculty members, which includes the dissertation advisor and the DC Chair, both of whom have primary appointments in the School. Students must request a Fixed-Term Graduate Faculty appointment for DC members who are not designated as either 1) Regular Graduate Faculty, or 2) Special Appointed Regular Graduate Faculty. These determinations can be found on the UNC Graduate School's website ([Graduate Faculty Designations](#)). Students must also request a Fixed-Term Graduate Faculty appointment for DC members who are external to the School or external to the University by submitting 1) a completed PHRS Form C: Request for Fixed Term Faculty Appointments and 2) the Fixed-Term Graduate Faculty's CV, to their Divisional GPC who will process their request using the Graduate School's on-line Fixed-Term Nomination System (see Governance Document for further details). 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 their 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 a DC that does not adhere to these guidelines. Such requests should be approved by the DDGS and Division chair and 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 by the committee and DDGS that includes:

- Time and place of the committee meeting
- Names of faculty members present at the meeting
- A brief (typically 1 page) summary of the discussion and committee recommendations including comments on student progress and timelines for next milestones. 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 Division GPC. The Division GPC 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 at least annually. Some Divisions will provide a template for the report.

Professional and Career Development

With an ever-changing landscape of pharmaceutical sciences and the world of work, students are encouraged to engage in 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 an 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 should share with their SAC and first-year advisor. During the 2nd year and in subsequent years, the IDP should be updated by the student and shared with their dissertation advisor and their mentoring team (DC members, Division and School faculty, alumni mentor(s), etc.). The GEC is responsible for developing a formal process for promoting regular mentor-student interactions that are aimed at the professional and career development of students. The IDP can be an important tool in continual professional development and can serve as a "living" tool that evolves as students' progress.

Student Responsibility

Students should take ownership of their own professional and career development, and pursue opportunities in the School, through the UNC Graduate School Certificate Programs and Graduate Student Center (GSC), campus partners such as Training in Biological and Biomedical Sciences (TIBBS) and the North Carolina Translational and Clinical Sciences Institute (NCTraCS), and other classes/workshops with an emphasis on areas of professional development and career exploration. Students report their professional development activities once annually in the Graduate Student Achievements Report (GSAR), which is completed by the DGS and ADOCSA .

Students must discuss their participation in any formal professional development program that involves a series of activities or classes that present time commitments with their dissertation advisor before they apply to and accept entrance into such programs. The student's dissertation 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

Faculty will promote a culture that maximizes a student's potential. Advisors, SAC/DCs, and DDGS's are specifically expected to engage regularly in mentoring and assessing students progression towards career goals and provide insight into opportunities for student-centered career exploration and professional development.

Ethics Training

Graduate students in the Program are required to obtain training in research ethics and responsible conduct of research (RCR) during their PhD training. During their 1st year, students are expected to 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 and covers 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 RCR (<https://grants.nih.gov/grants/guide/notice-files/NOT-OD-22-055.html>). PHRS is currently exploring ways to ensure compliance with this policy and students receiving NIH or NSF predoctoral fellowship should seek advice from the DGS.

Student Teaching

All graduate students should be provided opportunities to develop their teaching/mentoring philosophy and skill as part of their professional development. These opportunities can be from their research laboratories or Division courses. Although Teaching Assistantship (TA) activities are not a requirement of our program, students may apply for advertised TA positions in the School's 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. Some Divisions have TA positions for Graduate Courses. In these cases, Course Coordinators work with the Division leadership to identify students to serve as TAs. Students that wish to TA should communicate this to their advisors and DDGS.

Students must discuss potential time conflicts associated TA position and other teaching activities, with their dissertation 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/or 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 VI) for specific instructions related to any Divisional teaching requirements.

External Internships

The UNC ESOP faculty recognize external research internships provide important opportunities for our students to obtain valuable "on-the-job" training experiences, 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 and professional 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 written qualifying exams. Students should consult with their dissertation advisor and DDGS for guidance on which industry, regulatory, government, and non-profit internships are available within their area of specialization. TIBBS also 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 because internships take students away from campus, and may negatively impact progression if not carefully planned. Students are not eligible to hold TAs or RAs while they are participate in a summer internship or external 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 Office of International Student and Scholar Services (OISSS) to participate in a paid internship. The U.S. Citizenship and Immigration Services (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 their 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, during their internship.

For internships \geq 6 months in duration, a signed Memorandum of Understanding (MOU) between the Chair of the student's 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 dissertation advisor, the internship facilitator)
- A clear description of the financial arrangement for the support of the student during their leave from the Program
- Signature approval on the MOU by the PHRS 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 dissertation advisor and DDGS on whether registration in PHRS 991 Research, PHRS 899 Seminar 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 to ensure that so that financial and academic responsibilities of our Program are met. Form D can be obtained from the Office of Research and Graduate Studies, Office of Curricular and Student Affairs, the DGS, 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 presentation skills; for developing listening skills; for sharing research results, accomplishments, failures and obstacles; for introducing topics to which other students in the Division may not have exposure; 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 because a final grade is dependent on their attendance up to the final day of classes.

Students should refer to their Divisional Appendices (Section VI) for specific Divisional requirements regarding enrollment in PHRS 899 for credit such participation requirements and grading matrix.

Laboratory Rotation Experiences

It is important for students to have broad research experiences and provide an opportunity to evaluate the different mentoring approaches of research advisors. To provide these opportunities students are encouraged to complete research rotations. Typically, between one and 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 (or other SAC/DC members), 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. Students should refer to their Divisional Appendices (Section VI) for specific Divisional requirements and practices regarding laboratory rotations including available faculty advisors and the timing of the rotations.

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 VI) for specific Divisional requirements regarding research practicums.

All students should have the opportunity to participate in 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. Divisions also determine how research rotations will be assessed. Students typically enroll in PHRS 991 for any research experience before they begin dissertation research in which they engage so that a grade can be issued by faculty overseeing the student's laboratory experience (i.e., this faculty member serves as the student's PHRS 991 "Course Director." For rotations occurring as part of PHRS 991, both student and the faculty member overseeing the laboratory rotation have a responsibility to ensure that a final grade has been determined. In many cases, the DDGS serves as the 991 course director for first-year students prior to joining a thesis lab.

Qualifying Exam Requirements

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

Doctoral Written Exam

The written qualifying exam, called the Doctoral Written Exam by the Graduate School, should assess a student's ability to assimilate and apply knowledge acquired through coursework, research, literature, seminars, and other sources. 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 examinations taken after the completion of course work or other types of training. The selected method of examination is Division specific (see Divisional Appendices Section VI).

Doctoral Oral Exam

The preliminary oral exam, called the Doctoral Oral Exam by the Graduate School, 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, solve complex research problems, defend the rationale underlying the proposed research

objectives, and evaluate 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 VI).

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 their DDGS and research advisor to identify areas needing additional emphasis and to establish an action plan to prepare for remediation. Students can find the specific Divisional remediation requirements in the Division specific handbooks (see Divisional Appendices Section VI).

Final Oral Examination

The final thesis defense, referred to as the Final Oral Examination by the graduate school, is a public seminar providing students the opportunity 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, post-doctoral fellows and faculty, especially those in the Division where the student has trained. Therefore, it is the responsibility of each student, in consultation with their dissertation advisor and Chair of their DC, to schedule their final defense well in advance (e.g., 2-6 months), and to communicate frequently with their dissertation advisor, DC Chair, DDGS and Divisional GPC on their progress leading up to the time of the defense. There is an expectation that all members of a student's DC be present for the final defense. In the event a committee member is not able to be physically present at a final defense, the absent member must attend by VTC, for example by Zoom or Skype. Under usual circumstances, a member might not be able to attend. If agreed upon by DC chair, DDGS, and Division Chair, the absent member must meet with the student and dissertation advisor separately to conduct an oral examination before signing the doctoral exam report. After the public seminar and questions by the general audience, the public portion of the student's defense is formally concluded, and the audience is dismissed so that a DC can continue with the student's final oral examination.

Student Presentations

Students must demonstrate effective oral presentation skills, which is a core competency for our Program. Therefore, Divisional training programs have several formal assessments of oral presentations by their Ph.D. students during their graduate training. See Division-specific mechanisms and requirements in the Division specific handbooks (Divisional Appendices Section VI). Students also make presentations to their Divisions as a component of the preliminary oral exam in some Divisions final oral exam.

Annual Student Progression Reviews

Student's progression is tracked using the Divisional Student Progression Spreadsheets, which are centrally maintained on the School's M-drive and is regularly reviewed and updated by DDGS's and GPC's in each Division and by the DGS and ADOCSA. Throughout the academic year, the DGS reviews each Division's Student Progression Spreadsheet to identify students who "warrant further review," defined as students who either: 1) have not met with their DC in over one year; 2) have completed their 10th semester in the Program; or 3) have acquired two L grades. The DGS and DDGS discuss the circumstances that resulted in their progression warranting further review and develop a plan on how to ensure the student will make acceptable progress towards degree completion. In addition, the DGS will invite DDGSs to share reflections on student progression at a GEC meeting to maintain the shared responsibility for student progression and share ideas to improve outcomes for students that may be at risk.

Timely Progression Policy/Meeting w/ DGS

Timely progression toward degree is a product of good planning and regular communication between the student, dissertation advisor, SAC/DC Committees, and DDGS.

Students who have completed a 5th year in the Pharmaceutical Sciences PhD program, who have not set a date for their final doctoral oral examination or do not have an agreed upon, by the DC, timeline for completion will have a special meeting of their DC, which 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 goal, a timeline for submission of manuscript(s), the student's written dissertation, and the final oral defense.

The Exit Master of Science Degree

Students are not directly admitted into a Master of Science degree program in the Divisions of CBMC, DPET, DPMP, and DPOP. 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 as determined by the SAC or DC in consultation with the DDGS and Division Chair.

Master's students are required to complete the same coursework and qualifying examinations as Doctoral students as well as a research project. 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 align with 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 992 or 993 (Master's Thesis) during the semester of the final oral examination. Students are encouraged to deliver a public seminar as part of the final oral examination.

Divisions may have other requirements for the exit MS and these are found in the Divisional Handbook (see Divisional Appendices Section VI).

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 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 website (<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 School, such as the DGS, before reporting a violation.

Student Grievances

Students are encouraged to consult with someone they trust: a faculty member, Divisional GPC, DDGS, DGS, or School's OCSA if they feel they have been the recipient of harassment, discrimination, exploitation, or if there has been a violation of their education records or privacy rights as outlined in FERPA by either a member of the faculty or staff of the School. If the student is uncertain, the OCSA is always the appropriate place to consult. Per UNC policy, in the instances of reported harassment and discrimination, the faculty and most staff are obligated to report the incidence to appropriate UNC offices. There are many other examples of potential grievance, and the following is a general guideline for the filing of an initial grievance with the DGS:

- 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; their Division Chair; the ADOCSA; the DGS; the ADGRE; or the Executive Vice Dean & Chief Academic Officer for the School.
- 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.
- 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.
- Upon receiving a formal grievance by a student, the DGS will appoint a seven-member Ad Hoc Grievance Committee comprised of members of the GEC, a senior student who has served in a student leadership role, and a Chair for the Committee.
- 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 ADRGE for review. The Committee's recommendation does not need to be unanimous. The vote tally, as well as any dissenting opinions by Committee members must be noted in a written recommendation submitted by the Committee Chair.

- The Committee will not share its final recommendation with the DGS, and the DGS will submit their own written recommendation to the Executive Vice Dean & Chief Academic Officer, or to the ADRGE who will facilitate a final decision on the grievance on behalf of the School.
- If the student is not satisfied with the School's decision, the student can take up their grievance with the Graduate School or the UNC Ombudsman

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 ADOCSA, 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 a reasonable allegation that one or more of the following factors influenced the grade assignment to the student's detriment:

- Arithmetic or clerical error;
- Personal subjectivism, 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;
- Personal malice; and/or
- Conduct identified under the Instrument of Student Judicial Governance (<https://facultyhandbook.unc.edu/files/2018/02/Instrument.pdf>).

A grade appeal petition should be provided in written form to the DGS and signed and dated by the petitioning student. The petition 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 receipt of a student's grade appeal petition, the DGS will appoint a five-member Ad Hoc Grade Petition Committee, which includes the Chair and 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 one of the student's courses. The DGS will

communicate the Committee composition to the student and the student must confirm their acceptance of the assembled Committee to the DGS within 7 days of having been notified.

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. The vote tally, 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 appeal with the Graduate School (<https://handbook.unc.edu/grading.html>).

Other Policies & Procedures

Selected policies and procedures that may be of immediate interest for students can be found in the UNC Graduate School Handbook <http://handbook.unc.edu/policies.html>:

- [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, generally 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 within the originating Division. The DDGS will then bring 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 ADRGE for review and a decision, or for referral to the Dean's Executive Committee. Revisions to a proposal by the GEC

must 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 the following appendices. It is acknowledged that specific forms, administrative processes, and academic requirements vary significantly between Divisions. Therefore, each Division uses this Section of the handbook to incorporate any additional detail about their Program that is currently found in the Division's handbook and not otherwise described in sections of this handbook.