

GRADUATE PROGRAMS: ACADEMIC POLICIES

2021–2022

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ACADEMIC ADVISING

The process of academic advisement is one of information exchange, communication, teaching, and guidance. The advisor should be the advisee's most accurate source of information about the system at the Program, School and University levels. The advisor makes sure that the advisee receives relevant notices, is available on a regular basis for questions or consultation and helps the student manage problems that interfere with the student's educational progress.

As a guide or consultant, the advisor has the opportunity to help the student articulate and realize some segment of her or his life goals. Advisors are responsible for and instrumental in guiding the student to plan and pursue a program of study that meets all requirements for graduation as well as focusing on the student's goals. The advisor is more than a source of information about registration; s/he is a coordinator of a student's entire educational experience.

ASSIGNMENT OF AN ADVISOR

Each student admitted to the Graduate Program is assigned to an academic advisor. Advisors for Master of Science (MSN) and Doctor of Nursing Practice students (BSN-DNP) are assigned by the coordinator in each student's advanced practice area. Advisors for MSN-DNP students are assigned by the Director of Graduate Practice Programs in collaboration with the assigned coordinator. Advisors for PhD students are assigned by the PhD Program Director. After a student is assigned an advisor, the student should check to see if her or his advisor has scheduled office hours. If there are no scheduled hours, leave a voicemail message or send an e-mail message to the advisor. If the faculty advisor is away, the coordinator of the student's advanced practice area or the respective Program is the back-up advisor.

REQUESTING A CHANGE IN ADVISOR

Graduate students may request a change in advisor. MSN and DNP students must meet with the coordinator in their advanced practice areas before making this change. Ph.D. students may meet with the PhD Program Director if they desire. .

DEVELOPING A PLAN OF STUDY

At the time of the student's first pre-registration period, a meeting will be held between the academic advisor and student to develop and complete a Plan of Study. The entire program should be over-viewed so that the student has a context for her or his course of study. The investment of time needed for the program should be addressed so the student can make necessary adjustments to work or personal schedules to accommodate any unanticipated demands.

To assist in planning the course of study, the advisor will explore with the student both long- and short-term goals as well as any aids the student perceives s/he will need to complete the program. Knowledge of the student's goals will help the advisor make recommendations of electives or courses to support the student's goals. The advisor can link the student with campus resources that might be of assistance. The advisor will inform the student about how s/he handles advisement appointments and provide the student information about the advisor's availability and ways s/he can be contacted.

The Plan of Study for first-semester graduate practice students (MSN and DNP) is submitted by the student to the MSN/DNP Division Office at the time of the first pre-registration. The student and academic advisor will receive copies of the plan from the MSN/DNP Division Office. Current plans of study provide essential information for planning course offerings in future academic years. Ph.D. students should have the advisory committees review their plans of study each semester. Their plans of study must be approved by either their advisory committee or their dissertation committee prior to taking the written comprehensive examination.

SIGNING UP FOR CLASSES

Each semester the Office of Student Affairs will notify students of the registration period(s). The Office of Student Affairs will assist students who encounter problems with registration.

Class lists, course schedules, and the course map are posted on the SON Website. Each student will schedule an appointment with her or his advisor during the advisement period to plan the next semester's course(s) and update the Plan of Study (dated and signed by student and advisor). These forms should be submitted to the student's program office.

ACADEMIC ELIGIBILITY REGULATIONS

GRADUATE STUDENTS

If, in the judgment of the academic program and the Administrative Board of The Graduate School, a student fails to make satisfactory progress towards the completion of the degree or to demonstrate sufficient promise in the discipline, the student will not be allowed to continue in The Graduate School. Please see the [University Graduate Handbook](#) for specific details.

POST-MASTER'S STUDENTS

A post-master's student will be unable to proceed in their program of study if he or she receives a grade of F, or if he or she receives a grade of L in more than 20% of the total credits in the student's plan of study.

APPLICATION FOR GRADUATION

Each student applies for a degree for a specific commencement, depending on degree. Students must submit an electronic application for graduation no later than the deadline for the semester in which they expect to graduate (See [Registrar's calendar](#)). The Graduate School will make no exceptions for applications submitted after the deadline. If a student does not graduate in the semester requested, then the student must reapply for graduation in a subsequent semester.

USE OF ASSISTIVE DEVICES IN EXAMINATIONS

Assistive devices, such as PDAs, calculators, translators, or other electronic devices, are not allowed into an examination session for use by students unless faculty have approved use of these devices for all students prior to the examination. One exception to this is the use of assistive devices that have been approved by Disability Services. In instances where an assistive device has been approved by Disability Services, the student should inform the course faculty prior to the examination session.

English as a second language is not classified as a disability by the University. Use of translation devices is not permitted in the undergraduate program during course exams or program performance testing. At the graduate level, use of translation devices is the prerogative of the supervising faculty. Permission to use translation devices at the graduate level must be obtained by students in advance of the planned use.

New technologies will need to be monitored and evaluated as they become available. Questions about assistive devices can be directed to course faculty or the appropriate Associate Dean.

DEGREE TIME LIMITS

A graduate student working toward a master's degree has five calendar years from the date of the first registration to complete all requirements for the degree. (See [University Graduate Handbook](#).) A graduate student working toward a doctoral degree has eight calendar years from the date of the first registration to complete all requirements for the degree. (See [University Graduate Handbook](#).)

When special circumstances warrant, an extension of time to complete the degree may be granted upon petition by the student to the Dean of the Graduate School. The appropriate Associate Dean in the School can request on the student's behalf such an extension upon meeting with the student and advisor.

FACULTY RESPONSIVENESS

RESPONSIVENESS TO SON STUDENTS RELATED TO WRITTEN WORK

Faculty and students need to have a “working timetable” for the return of written work, whether the work is submitted for a regularly scheduled course, independent work of the student, and/or professional dissemination. The expectation is that faculty will return students written work within 10 business days of submission, unless otherwise negotiated or specified. The turnaround time depends, of course, on the volume of work to be reviewed and the nearness of deadlines (e.g., revisions of journal manuscript galley may require a 24-hour turn-around). Faculty should publish their planned turnaround time in course syllabi and discuss the same with students enrolled in independent studies or research project/thesis/dissertation courses.

EMAIL AND VOICEMAIL

Despite the instantaneous nature of email and the ability of voice mail messages to be left for faculty almost around the clock, immediate response to such messages is not expected or even feasible. Nonetheless, in most circumstances most email and voice mail messages should be able to be responded to within 2 business days. When additional work is needed to fully respond to an email or voice mail message, a preliminary reply should occur during which it should be noted when a more complete response will occur.

FACULTY AVAILABILITY BETWEEN SEMESTERS AND NON-CONTRACT TIMES

The majority of the faculty have contracts that run mid-August to mid-May. Students should not expect that independent work (e.g., any work related to projects, theses, papers, dissertations, comprehensive exams, or incomplete course work) will proceed with faculty input during the times that faculty are unpaid, unless otherwise negotiated with the involved faculty. In addition, faculty will generally not be available for the above when academic semesters are not in session.

Approved by the SON faculty Oct/Nov 2009 Faculty Meetings.

GRADUATE PROGRAMS GRADING

Faculty members have the responsibility for grading in accordance with UNC-Chapel Hill Graduate grading policy. The method used for determining all course grades will be at the discretion of the individual faculty. A uniform grading scale is used across the graduate courses in the School of Nursing. If faculty are using a number range to assign course grades, the uniform numerical grading scale may be found below:

Letter	Grade	Percentage
H	High Pass	94-100
P	Pass	80-93
L	Low Pass	70-79
F	Fail	<70

For a detailed description of graduate grading, see the [University Graduate Handbook, Grading](#).

IN (INCOMPLETE) GRADE

Please refer to the [Graduate School policy](#) regarding a temporary grade of IN (incomplete).

In order to receive a grade of IN, the student must negotiate a timeline with the course instructor specifying the:

- Date the remaining coursework will be completed (as in the case of clinical hours), and
- Method the student will use to complete the course requirements (as in the case of didactic material).

It is the sole responsibility of the student to complete the course and initiate the grade change prior to the one-year deadline. The faculty giving the IN is responsible for notifying the Associate Dean-MSN/DNP and the Assistant Dean of Student Affairs.

The instructor may set the period of time for removing the IN or AB grade in a non-prerequisite course for progressing in the clinical management courses; the time of the extension may not exceed one year. If the time allowed is less than one year, this information should be transmitted in writing to the student and copied to the Graduate School ([see policy](#)). A temporary grade converts to F* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later.

An IN grade in any sequential nursing course in any semester must be removed by the end of the second week of the next semester for the student to continue enrollment in the next nursing course in the sequence according to prerequisites as stated in the University Record.

GRADE APPEAL

Course grades of H, P, L, F, and F* are permanent grades. Students have the option of formally appealing a permanent grade. Before filing an appeal for a grade, the student must address her or his concerns to the instructor who assigned the grade.

For an appeal to be considered, the student must follow the process outlined in the [Graduate School Handbook](#).

Note: Graduate students must submit a written grade appeal and statement to the respective Associate Dean (MSN/DNP or PhD) no later than the end of the 3rd week of the next regularly scheduled enrollment period.

GRADE CHANGES

If an arithmetic or clerical error is detected, the instructor shall initiate a change of grade form for approval of the appropriate Associate Dean (MSN/DNP or PhD) and approval of the Dean of the Graduate School. For more details, please see the [Graduate School Handbook](#). When extenuating circumstances warrant, The Graduate School may grant a student a time extension to complete a course and replace a temporary grade.

Note: *Temporary grades are not available as a graduate grade in thesis and dissertation research courses (992/993/994). Faculty advisors and instructors should use the permanent HPLF graduate grading scale for reflecting academic progress on research in a given term.*

GRADUATE INDEPENDENT STUDY/DOCTORAL-LEVEL RESEARCH PRACTICUM CONTRACT

(PDF) [Graduate Independent Study or Doctoral-Level Research Practicum Learning Contract](#)

LEAVE OF ABSENCE

Within the five (master's) – or eight-year (PhD and DNP) limit, a graduate student in good academic standing may request a leave of absence (LOA) from graduate study for a definite, stated period of time (up to one year) during which the student does not plan to make academic progress. To be eligible for a leave of absence, a student must not have received an extension of time limit for the degree and must not have temporary grades IN or AB on coursework taken.

In advance of the leave period, the graduate student shall complete and submit to the Graduate School a Request for Leave of Absence form. This form requires approval by the advisor, Lead Faculty, and Associate Dean-MSN/DNP. If the Graduate School approves the leave of absence, the time of that leave shall not count against the total time allowed for the degree. The student must formally apply for readmission to the Graduate School after an approved leave of absence. This is generally a formality. Ordinarily, a leave of absence may not be renewed. Required forms may be found at the [Graduate School Form Finder Web site](#).

NORTH CAROLINA RESIDENCY

All students who are classified as out-of-state residents are strongly encouraged to review the [Registrar's Manual](#) on claiming North Carolina residency. This information and [application forms](#) may be obtained from the Graduate School located in Room 200 Bynum Hall or via the links above. In addition, the Graduate School offers workshops on claiming North Carolina residency.

ADDRESSING COURSE- AND FACULTY-RELATED ISSUES

Students may have concerns during their educational experience about a particular course, clinical experience, and/or faculty teaching style. Any student enrolled in the School of Nursing who believes s/he is facing a situation involving unfair treatment or an injustice of substantial proportions involving a course has a right to address the situation. It is also important to recognize that faculty and administrators have rights in these situations as well. Dealing with issues and concerns is an important part of students' professional development and will serve students in a variety of ways as they enter their professional career.

Generally, there are two types of concerns or issues: those dealing with a specific course and those dealing with a faculty member or administrator in the School of Nursing. It is recognized, however, that in practice these issues can rarely be clearly separated. In general, dealing with the issues at the level closest to the problem is the most effective approach. The primary point of contact for addressing issues related to a course is the faculty member who teaches in the course or who is designated as course coordinator. The primary point of contact for addressing issues related to a faculty member is the faculty member.

On occasion, students may enter the system where they are most comfortable. When students seek assistance from someone outside the process as outlined, either administration or faculty, the individual contacted should listen to the student(s) concerns, inform them of the appropriate mechanism for dealing with the concern, and identify with the student the appropriate person(s) to contact and process to follow.

GUIDING PRINCIPLES

- Issues should be addressed and resolved at the lowest level possible.
- Concerns and issues need to be presented in a constructive manner and with objective data.
- Faculty have a right to be informed by a student about issues that involve them.
- Attempts will be made to help the student gain the support needed to handle the situation.
- Course coordinators will be included in course-related issues.
- Students may bring a support person with them as they discuss issues although the support person may not participate in the discussions and may not be a legal counsel.
- While there are multiple potential entry points in the School of Nursing that a student may use to address a situation, the general flow chart which outlines the process for addressing course-related issues will be followed.
- In situations where the student is unwilling to follow the required process, the faculty or staff member who is initially contacted will work with the student to identify the most appropriate person and level in the process to address the situation.

PROCESS FOR RESOLVING ISSUES

When addressing course or faculty related issues, students should follow the recommended steps below.

1. Student issues or concerns related to a faculty member should first be discussed directly with the faculty member. If, following the discussion, the problem remains unresolved, the student should bring the issue to the appropriate Associate Dean (UG, MSN/DNP, or PhD) who will involve any other relevant parties.
2. Student issues or concerns related to a course or clinical practice should first be discussed with the course or clinical faculty member and Lead Faculty. If, following the discussion, the problem remains unresolved, the respective Associate Dean. Preferably this would be accomplished in a meeting that includes the faculty member and other relevant parties.
3. Unresolved faculty related issues should be directed to the respective Associate Dean who will contact the Associate Dean for Academic Affairs, the Dean, or other school administrators as deemed appropriate.

4. Unresolved course related issues should be directed to the respective Associate Dean who will contact the Associate Dean for Academic Affairs, the Dean or other school administrators as deemed appropriate.

PROGRAM EVALUATION

The School of Nursing values opportunities to compare the quality of our program to others and to receive systematic advice from faculty, students, alumni, and other external constituents. While periodic reviews by our professional accrediting agencies and the Graduate School provide motivation for evaluation, the School also depends on organized evaluations annually from the:

- Teacher and Course Evaluation for all teachers and all courses.
- Occasional surveys or focus groups, such as those conducted jointly by the Graduate Student Action Body, faculty, and administration.

All data collected by the School are treated confidentially without identification of individuals. Only group data are reported. If you have suggestions about ways to improve the evaluation process, the Associate Deans (MSN/DNP and PhD) welcome your comments.

READMISSION

Graduate students who have not maintained continuous registration (e.g., authorized, or unauthorized leave of absence) during each academic year are considered a withdrawn student; they must re-apply and be readmitted to the University. Applications for readmission are available from the Graduate School and must be completed prior to the term in which the student plans to re-enroll (see University [Graduate School Handbook](#).)

The Graduate School deadlines for applying for readmission are July 1 for fall, Dec. 1 for spring, April 1 for the first summer session and June 1 for the second summer session. The School of Nursing deadlines are one month prior to the above dates to allow time for processing and getting the paperwork to the Graduate School.

Students are encouraged to contact the Associate Dean of their program for further information regarding the readmissions process, including internal School of Nursing deadlines for submission of applications.

RESEARCH AND TEACHING ASSISTANT POSITIONS

Research assistants (RA) help professors with various research-related tasks, such as bibliographic investigation, construction of measuring instruments, data collection and processing. Depending on program requirements, teaching assistants (TA) and research assistants (RAs) may combine more than one position but are not allowed to work more than a total of 20 hours a week without special approval of the Associate Dean (MSN/DNP or PhD). TAs and RAs are eligible for [tuition remission](#) and health insurance. Many RA and TA positions require clinical activities or contact with human subjects. Students in those positions will have to present a North Carolina license to practice nursing, evidence of meeting health and safety requirements and evidence of personal malpractice insurance prior to hiring. RA positions also require meeting [human subject training requirements](#).

STUDENT DATA STORAGE

The University of North Carolina is the legal owner of all student and post-doctoral fellow research data obtained to meet degree requirements or as part of a grant to the University. University Policy requires that faculty maintain custodianship of student research data and that students be able to have copies of their data. This allows the University to respond to possible future inquiries from sponsors or other regulatory bodies about the data as the University may have continuing obligations under the terms of a sponsored agreement.

1. This policy applies to all School of Nursing students and post-doctoral fellows who obtain data through grants to the university or using data from faculty grants. In addition, faculty and students must adhere to data-

sharing requirements from the sponsor/funding agency.

2. Faculty are expected to maintain custodianship of the raw data (e.g., questionnaires, videotape scoring, transcripts of audiotapes, field notes, etc.) and any final analysis runs for the specified retention period identified by the funding agency. For NIH-funded grants, the retention period is three years from the date the final financial report is submitted. Files originally in electronic form, such as analysis runs or audiotape transcripts, may be kept in either electronic format or as hard copies. Data originally in hard copies (e.g., questionnaires, field notes) must be maintained in the original hard copy format. If the IRB application states that tape recordings will be erased or destroyed once transcribed/coded, they should not be retained. Otherwise, they are subject to the same secure protection and retention requirements as are any other research data. Data obtained through funding through sources other than NIH should be retained in accordance with the requirements of the funding agency. Data obtained through non-funded research should be retained for 3 years after the study is closed with the IRB.
3. Custodianship means the faculty member has possession of the data and can produce it for auditors or others who might have questions about it. Custodianship does not automatically grant publication rights. Publication rights are determined by standard scientific principles. The researcher must recognize that the institution has the right of access to the data collected and generated under sponsored projects.
4. To guarantee that faculty are given these data, the final copies of dissertations or research projects are not to be signed until the faculty member is in possession of the data.
5. Students have the right to make copies of these data at their own expense and take these copies with them when they leave the University. They also have the right to access the data at the University. They have the right to publish the data consistent with standard scientific principles and any agreements they made with the faculty or collaborators at the time that the data was collected.
6. Student data may be stored in locked storage in faculty offices, faculty research rooms, or RSC-approved archives.
7. Should a researcher leave the institution, the institution and researcher should come to agreement over whether the researcher may take the original data or an identical copy of the data. If the researcher takes the original data, a copy must be left at the institution. In addition, the researcher must agree to retain the original data for the required retention period and to provide access to the original data to the institution as well as other individuals or entities having a legitimate need for access. The latter would primarily be related to lawsuits, intellectual property disputes, and cases of research misconduct in which access to the original data is not just preferred but required.

Approved by Academic Affairs Council, 9/27/2016; to be reviewed 8/2019.

STUDENT EMPLOYMENT

INTRODUCTION AND PRINCIPLES

Many students who are enrolled in the School of Nursing, at both the undergraduate and graduate levels, find that they need to work; however, it is often difficult to accommodate the demands of academic and work schedules concurrently. It also is acknowledged that work in a clinical or educational setting may enhance the student's academic and professional development. Where possible, it is the intent of both the faculty and the Office of Academic Affairs to encourage students to balance the demands of school and work in a way that promotes optimal learning and healthy lifestyles.

The School has established guidelines for how much and to what degree it employs students within the School of Nursing. To this end, students should not be employed at a level that will compromise their academic progress. While the School of Nursing cannot control how much students work outside of their student role, the faculty do get involved when outside employment interferes with academic responsibilities and performance.

RECOMMENDATIONS ON EMPLOYMENT OUTSIDE THE SCHOOL OF NURSING

Full-time students are encouraged to limit their work activities outside of school as much as possible to ensure they can meet their academic responsibilities. In the past, experience has shown that full-time undergraduate students who attempt to work at greater than 30 percent time (15 hours per week) are highly likely to jeopardize academic performance.

The same principles, in general, apply to graduate students. Students are likely to successfully manage 3-4 credits of academic work and full-time employment, but experience has shown that success becomes questionable when the academic workload increases. Full-time graduate students are encouraged to work no more than 50 percent (20 hours per week) while engaged actively in coursework.

All students for whom a reduction in employed hours may create a hardship are encouraged to seek public and private funds to support their educational program. The University's [Office of Scholarship and Student Aid](#) (962-8396) is available to assist with the pursuit of public scholarship funds as well as federal grants and loans. The Office of Student Affairs (1200 Carrington, 966-4260) will assist with identifying potential sources of private funds for which a student may be eligible to apply.

Funding support from the School of Nursing is limited; an annual call for applications is made each spring for fall disbursement. All eligible students receive printed and electronic notification of the process and are encouraged to apply. Funds have been secured from a variety of sources and represent both merit- and need-based opportunities.

EMPLOYMENT WITHIN THE SCHOOL OF NURSING (GA, TA, RA OR TEACHING FELLOW)

In general, graduate students will not be appointed at greater than 50 percent (20 hours per week) to work as a Graduate Assistant, Teaching Assistant, Teaching Fellow or Research Assistant. Levels greater than 50 percent likely will affect student academic progression. Exceptions to employment at a level greater than 50 percent within the School require the approval of the appropriate Associate Dean and the Associate Dean for Academic Affairs and are more likely for part-time students.

Related Material in UNC Graduate Student Handbook: [Credit/Course Load Guidelines](#) (scroll down page to Credit/Course Load section)

STUDENT PARTICIPATION IN EXTRA-CURRICULAR PROFESSIONAL MEETINGS

The School values and encourages the participation of students in extra-curricular professional activities, believing that this participation can expand the perspective offered by classroom learning, promote leadership and professional development, and enhance the visibility of the School. These events may at times, however, conflict with essential course or clinical activities. When these conflicts occur, the student should schedule a meeting with the appropriate course coordinator(s) to discuss possible solutions.

Consideration in the decision-making process should be given to those students with a significant history with the organization and those in leadership roles; an assessment of the relationship of the activity to the student's career goals and a determination of the degree to which the potential learning at the meeting will enhance the regular curriculum. Consideration must also be given to the current academic and clinical performance of the student making the request and the possible academic or clinical consequences of missing essential experiences.

If class, exams, course presentations or clinical practice is missed, essential learning experiences still need to be met. Faculty may do this in a variety of ways such as developing guided independent student learning activities, scheduling a make-up opportunity, extending clinical time for the remaining clinical days, or incorporating learning from the professional activity into course activities through an oral or written report. The final decision regarding participation in these activities resides with the course coordinator.

REGISTRATION AND COURSE CREDITS

REGISTRATION

All graduate students must be registered during any semester or summer session in which University resources are being used (e.g., during the semester(s) in which they take their comprehensive examinations and during the semester in which the thesis, project or dissertation is defended to the Graduate School). Students who defend their thesis, project, or dissertation in one semester and plan to submit these documents to the Graduate School in the next semester do not need to register or pay tuition in the submission semester as long as the appropriate documents indicating a successful

defense have been submitted to the Graduate School in the semester in which the defense occurred. Registration during either summer session will cover the use of university resources for the entire summer. Students do not need to be registered during the summer months to retain their status from one academic year to the next.

COURSE-LOAD REQUIREMENTS

Students should register for no more than 16 hours in any semester. A student enrolled in the summer may not register for, and will not receive graduate credit for, more than eight hours a session. Overload requests are considered on an exceptional basis and should be initiated by the student's academic program and forwarded to The Graduate School for approval. Please see the [Graduate School Handbook](#) for further details.

Dissertation, thesis, or master's paper hours must be taken for a minimum of three credits in a semester and are considered a full-time load with or without other courses. Please see the [Graduate School Handbook](#) for further details.

INTER-INSTITUTIONAL REGISTRATION

Students may take a maximum of two graduate-level courses through inter-institutional registration during a fall or spring term or a maximum of one graduate-level course during a summer term, provided that the student is also registered for the balance of his/her normal load (at least three credit hours) at UNC-Chapel Hill. Students may take these courses at North Carolina State University, the University of North Carolina at Greensboro, the University of North Carolina at Charlotte, North Carolina Central University, or Duke University.

Please see a more detailed description of how to make this request and necessary forms in the Graduate School Handbook's section on [Inter-Institutional Registration](#).

TRANSFER OF COURSE CREDIT

The University requirements related to transfer of course credit are as follows:

- All transfer work must have an earned grade of B or better (B- is not equivalent to B).
- The Graduate School must have an official transcript of the transfer credit showing satisfactory completion of the course.
- Correspondence or extension courses are not eligible for transfer credit, nor are courses taken on a Pass/Fail or Satisfactory/Unsatisfactory basis.

See the University [Graduate Handbook](#) for specific details that govern the transfer process.

See sections below for requirements specific to MSN, DNP, and PhD students.

The over-riding consideration in all decisions about course transfer and exemption is that students are provided with sufficient opportunity to gain the knowledge and skills needed to successfully complete their degree program.

BSN TO MSN STUDENTS

Upon recommendation of the academic program and approval by The Graduate School:

- Up to 20 percent of the total hours required for the MSN degree may be graduate-level courses transferred from another approved institution or from this institution for courses completed before admission to an academic program in The Graduate School.
- Credit received for graduate-level courses taken as an undergraduate may be transferred into an academic program with the program's approval, provided the course did not count toward the requirements of the undergraduate degree.
- Transferred credits will not be included in the program residency credit calculation
- Graduate courses in Advanced Pharmacology and Advanced Pathophysiology **will not be accepted** for transfer credit **if the completed course is more than three years old** at projected time of enrollment in the first clinical management course.
- All other coursework approved for transfer or exemption must have been completed **within five years of the projected date of matriculation**. Courses completed more than five years prior to the student's entry cannot be transferred or used to demonstrate equivalent knowledge (exemption).

- Course transfer or exemption will not be granted for advanced health assessment or clinical management courses, including practica.

(Approved MEC, DNP-EC, January 2017)

BSN TO DNP STUDENTS

Upon recommendation of the academic program and approval by The Graduate School:

- A doctoral student may transfer into his or her degree program relevant graduate courses from approved institutions or from other graduate programs within this institution.
- A doctoral student may be examined on all transferred courses at the time of the doctoral oral examination.
- Transferred credits will not be included in the program residency credit calculation
- A maximum of 12 credit hours may be transferred in from an accredited graduate program.
 - Completed graduate courses in Advanced Pharmacology and Advanced Pathophysiology **will not be accepted** for transfer credit **if more than three years old** at projected time of enrollment in the first clinical management course.
 - All other coursework approved for transfer or exemption must have been completed within five years of the projected date of matriculation. Courses completed **more than five years prior** to the student's entry **cannot be transferred** or used to demonstrate equivalent knowledge (exemption).
 - Course transfer or exemption will not be granted for advanced health assessment or clinical management courses, including practica.
 - All 900-level courses that support the DNP Project (920, 922, 923, 941, 942, 943, 994) must be completed at UNC-Chapel Hill School of Nursing.

MSN TO DNP STUDENTS

Upon recommendation of the academic program and approval by The Graduate School:

- A doctoral student may transfer into his or her degree program relevant graduate courses from approved institutions or from other graduate programs within this institution.
- A doctoral student may be examined on all transferred courses at the time of the doctoral oral examination.
- Transferred credits will not be included in the program residency credit calculation.
- Coursework approved for transfer or exemption **must have been completed within five years** of the projected date of matriculation. Courses completed more than five years prior to the student's entry into the program cannot be transferred or used to demonstrate equivalent knowledge (exemption).
- Course transfer or exemption will not be granted for clinical management courses or practica.
- All 900-level courses that support the DNP Project (920, 921, 922, 941, 942, 943, 994) must be taken at UNC-Chapel Hill School of Nursing.

PHD STUDENTS

PhD students who wish to transfer courses are referred to the Graduate School policy.

PhD:

PROCESS FOR REQUESTING COURSE TRANSFER OR EXEMPTION

Students may request course transfer or exemption by submitting a written request (see [Course Transfer/Exemption Form](#)) with a copy of the course syllabus to the School of Nursing registrar in the Office of Student Affairs. Graduate coursework in the MSN and DNP programs for which transfer, or exemption is requested must have been taken within a 5-year time limit. The registrar will initiate the review process by completing the transfer credit recommendation form and submitting it to the Associate Dean of the MSN/DNP Programs.

SPECIAL REGISTRATION REGULATIONS

ADDING COURSES

Courses may be added only during the official add period.

DROPPING COURSES

Forms to drop a course are available in the Office of Admissions and Student Services for use after the telephonic system closes (See the [Registrar's Calendar page](#) for deadlines). Students must maintain at least one course during the fall and spring semesters to maintain enrollment.

REGISTRATION FOR THREE HOURS OF NURS 992 OR NURS 994

Students are required (see University [Graduate Handbook](#)) to be registered whenever University resources (including faculty time) are being consumed to appropriately reflect work being done. In addition, the following specific registration requirements apply.

Master's students must be registered for three hours of master's paper or thesis at a minimum during the semester that they defend their research activity. Graduate students may register for three or more credits; however, additional credits will not be added to the minimum needed for graduation beyond the three to six hours (master's paper, three credits; thesis, three to six credits) appropriate for a MSN student or six hours required for a DNP and Ph.D. students.

TEACHING AND RESEARCH ASSISTANTSHIP RECIPIENTS

Each student holding a service or non-service appointment must be registered to hold that position during the fall and spring semesters.

WITHDRAWAL FROM THE UNIVERSITY

(See University Graduate Handbook section on [Withdrawal](#))

Students wishing to withdraw from the University must meet with their advisor and the appropriate program Associate Dean. Upon notification from the Associate Dean of the student's program, the registrar in the Office Student Affairs will give a withdrawal form to the student for processing with appropriate University offices. Questions about the process for changing student status should be directed to the appropriate program Associate Dean or the School of Nursing Registrar in Carrington Hall, Suite 1200.