



BSN STUDENT HANDBOOK  
**2021–2022**

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## ACADEMIC PERFORMANCE AND PROGRESSION

The academic performance and progression of each student enrolled in the School of Nursing Undergraduate Program is monitored for timely progression to degree. The purpose of this review is to determine whether each student is making satisfactory progress in their program of study based upon stated criteria established by the School of Nursing and the University. This review provides an opportunity to identify students who are having difficulties and to assist them to obtain the help and support they need.

### GOOD STANDING

To remain a student in good academic standing, all students must earn a grade 74 or above in all required nursing courses

### REQUIREMENTS FOR GRADUATION

All students must meet the academic requirements for graduation described in the [University Catalog](#). Graduation requirements include earning a final GPA of 2.0 or better, and earning at least 18 hours of grade C or better in required nursing courses.

### DEAN'S LIST

Criteria for Dean's List eligibility are published in the [University Catalog](#).

## ACADEMIC PERFORMANCE AND PROGRESSION

The BSN (Undergraduate) Progression Review Committee ("Committee") is a sub-committee of the Baccalaureate Executive Committee ("BEC") responsible for monitoring the academic performance and progression of students. The Committee is composed of five voting members, a chair and four additional members. The chair of the Committee will be selected from the existing membership of the BEC. The chair will serve a three-year term. Chair responsibilities include oversight of the process of constituting and maintaining the Committee's membership, administration of the Committee's meetings and biannual reports of the Committee's activities to the BEC. Committee members are appointed by the BEC based upon the chair's recommendations. Members serve three-year staggered terms. All members must have current experience teaching in the BSN program. A substitute Committee chair may be appointed by the BEC chair if there is a conflict of interest that prevents participation in the progression review. If any other members of the Committee have a conflict of interest, the Committee chair will appoint alternative faculty members to serve as necessary. A conflict of interest includes interactions with a student, either within the situation under review or previously, that raises the possibility of bias or the perception of bias in the decision-making process. The Associate Dean for the Undergraduate Program, the Assistant Dean, Student Affairs ("ADSA") and the Student Success/Retention Specialist serve as ex officio (non-voting) members of the Board.

The Committee will meet to conduct progression review within one week of final exams and the receipt of grades from the School registrar. Additional called meetings of the Committee will occur under special circumstances during the semester to consider, for instance, health and safety non-compliance or a late withdrawal approval.

The Committee will review students who:

- Are currently on academic probation.
- Received a grade below a C- or an INC, WD or AB in a nursing course during the current semester.
- Request a late or retroactive withdrawal in any course taken while enrolled in the nursing program.
- Are reported by OSA for persistent non-compliance with health and safety requirements.

To remain a student in good academic standing, all students must earn a C- or above in all required nursing courses. The ADSA notifies the chair of the Committee and the Associate Dean for the Undergraduate Program of the students who earned less than a C- or who received a temporary grade such as an IN, WD or AB in any required nursing course. This notification occurs within 24 hours of receipt of the official grade sheets submitted by faculty.

During the Committee meeting the ADSA will present the academic records of all students meeting the criteria for review. The Associate Dean for the Undergraduate Program and ACs contribute information regarding the student, including information received from the student and course faculty. In addition, the Committee may request information from other individuals who have pertinent information regarding a student's academic or clinical performance. The student under review is not present at the meeting but may submit a written statement to the Committee through the Associate Dean for the Undergraduate Program.

After reviewing all the information, the Committee will discuss the student's performance and reach a decision regarding the student's continued status in the program. A simple majority of the voting members of the Committee is required.

Students who are reviewed by the Committee may be warned that they are progressing at a rate that will negatively impact time to graduation, be required to complete specific remedial work, be required to repeat course(s), and/or be placed on academic probation. A student who earns less than a C- in any required nursing course will automatically be placed on academic probation for a minimum of one semester. Probationary status requires a student to meet with the School's AC to develop a remediation plan. Probationary status will be lifted upon approval of the Committee following successful completion of the remediation plan and recommendation of the AC.

If in the judgment of the Committee, a student does not show sufficient promise to continue in the program, the Committee may dismiss the student from the School. Dismissal from the School does not constitute dismissal from the University.

Within 48 hours of the Committee's meeting, the chair of the Committee will send a letter of notification to the student, copying the Associate Dean for the Undergraduate Program and the ADSA for placement in the student's academic file. In cases in which the Committee dismisses a student from the program, the letter also will contain the Committee's specific requirements for readmission, if applicable.

A student may appeal in writing the Committee's decision to the Dean. A request for an appeal to the Dean must be filed by the student with the Dean no later than the end of the first week of classes in the subsequent semester.

## **ACADEMIC POLICIES**

### **ACADEMIC COUNSELING & RESOURCES**

[University Academic Advising](#)

### **ALTERNATE PROGRAMS OF STUDY**

#### **EXTENDED STUDY**

The Undergraduate Faculty of the School of Nursing is committed to providing a program of extended study for those students who may have difficulty gaining maximum value from the program as designed.

#### **INDIVIDUALIZED STUDY**

Students admitted to The University of North Carolina at Chapel Hill School of Nursing from another nursing school where they have completed course work at the upper-division level will have each course reviewed by undergraduate faculty for transfer credit using established procedures. A study plan to meet remaining program requirements will be developed with the Associate Dean for the Undergraduate Program.

#### **PROCEDURES**

Extended and individualized study planning and evaluation are coordinated by the Associate Dean for the Undergraduate Program. An annual review of study plans and procedures will be done by the Baccalaureate Executive Committee or its designee. Data for this review will be provided by the Associate Dean for the Undergraduate Program.

- The Associate Dean for the Undergraduate Program meets with the student to develop alternatives for extended or individualized study.
- The Associate Dean for the Undergraduate Program works with the faculty, as needed, to determine the feasibility of options for the student's progression.
- Referral is made, as needed, to the Associate Dean, Office of Student Affairs to review scholarship and financial aid concerns.
- The study plan is signed by the student and the Associate Dean for the Undergraduate Program. Copies of the document are distributed to all signers and retained in the student's permanent file in the Office of Student Affairs.
- The Associate Dean for the Undergraduate Program coordinates ongoing evaluation of the extended or individualized study plan.

### CHANGES IN THE PLAN OF STUDY

If the need for change in the study plan is identified, the Associate Dean for the Undergraduate Program meets with the student to revise the plan. Procedures above are followed for this revision.

*(Adopted by the faculty May 6, 1987; amended May 1, 1988; revised May 1992; revised August 2000, revised July 2010, revised April, 2015.)*

### EARLY ACADEMIC WARNING PROCESS AND COURSE WITHDRAWAL

*Occurs within the first 8 weeks of the fall or spring semester or within the first 60 percent of a shorter clinical rotation or summer session, for undergraduate students:*

Course Coordinators will notify the Associate Dean for the Undergraduate Program and Student Success/Retention Specialist of students performing at or near the program standard of C- after each major exam or grading point. Students below or near failing in the clinical component of a course should also be reported.

Course Coordinators will encourage students to meet with them as soon as possible to assess performance and develop a plan for improvement. A learning contract will be developed with significant clinical performance concerns that jeopardize passing.

The Student Success/Retention Specialist will contact the student via email and offer to meet with them to assist in developing an individualized learning plan. This is done in cooperation with the Course Coordinator and/or Clinical Instructor as appropriate. Referrals are made to University resources when necessary.

Students may elect to withdraw from a course during this time if they feel they are in jeopardy of failing. Withdrawal from a course will result in Progression Review and an Alternate Study Plan (see above). The only exception to this process are those students being advised to withdraw from a course by the Associate Dean or Lead Faculty. Change in the plan of study for these students does not require Progression Review Committee approval.

Updated: 11/2021

### EARLY REGISTRATION POLICY

#### PURPOSE

To provide a mechanism for students with exceptional circumstances necessitating additional consideration for clinical placement prior to open registration.

#### APPLICATION

Circumstances for consideration are student hardships related to:

- **Family obligations**, such as childcare, parental care, or other matter, as documented by explanatory statement,
- **Financial constraints**, as documented by financial aid data and student statement describing the exceptional situation,
- **Health considerations**, as documented by statement from Accessibility Resources and Services (formerly Disability Services), Counseling and Psychological Services (CAPS), Campus Health Service, among others,
- **Pre-approval** or early registration as authorized by the University Registrar and Priority Registration Approval Committee, as documented by the University, or
- **Other**, as documented by explanatory statement from student plus supportive documentation.

## PROCEDURE

- Student shall prepare a statement of no more than one page in length stating their request for special consideration; supportive evidence should be included with each request.
- Requests shall be submitted to The Office of Student Affairs via email ([SONRegistrar@unc.edu](mailto:SONRegistrar@unc.edu)) no later than 2 weeks prior to the School of Nursing's posted registration dates for a given semester.
- Each request will be carefully reviewed, and decisions rendered by the Undergraduate Leadership Team.
- Notification of the request outcome will be submitted to the student via email at least one week prior to posted day of School of Nursing registration.

## APPEAL

Students whose requests are not approved through this process may follow the standard peer-switch and appeal options available post-registration as noted below in the Clinical Placements Policy.

Updated: 11/2020

## 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 galleys 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 12 months per year.** 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 or on university holiday**, 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 at October and November 2009 Faculty Meetings.*

## FINAL EXAMINATION POLICY

The School subscribes to University guidelines for final examinations for undergraduate courses taught on campus ([www.unc.edu/ugradbulletin](http://www.unc.edu/ugradbulletin) and <http://registrar.unc.edu>). A final examination is required in all undergraduate courses unless an exception has been granted by the Associate Dean, Associate Dean for Academic Affairs and the Provost.

The [final examination schedule](#) is prepared by the Associate Dean, approved by the Academic Affairs Council and posted to the school website prior to the start of the semester. This schedule sets the day, time and location for each examination. Requests for exceptions to this schedule must be submitted by faculty in writing within two weeks of the start of classes, approved by the Associate Dean for the Undergraduate Program and Associate Dean for Academic Affairs; and forwarded to the Provost for approval. The petition for schedule change should contain the rationale for the request.

The final examination may be traditional or nontraditional. A *traditional final examination* is written, is administered at a predetermined time as specified in the final exam schedule and takes place at a designated location.

The Associate Dean for the Undergraduate Program must approve the use *nontraditional examinations*, such as a portfolio of a semester's work or a take home examination. Non-traditional examinations are due on the day and time assigned to the course on the final examination schedule. A petition by faculty for a nontraditional examination should be submitted within two weeks of the start of classes and provide details about the method of nontraditional assessment, the grading criteria to be employed, and the due date of the assignment. The Associate Dean for the Undergraduate Program will submit an annual summary of exceptions to the associate dean for academic affairs in the School. Exceptions must be renewed each time the course is offered.

All final grades are due within 72 hours of the final examination.

## GRADE APPEALS

### AUTHORIZATION AND GROUNDS FOR APPEAL

The responsibility for recommending and establishing guidelines for the undergraduate appeal procedure for the School of Nursing has been delegated by the Dean to the Academic Standards Committee. The Academic Standards Committee and its Chair are appointed by the Baccalaureate Executive Committee, and the appointees reviewed annually. The Chair of Academic Standards will be a member of the Baccalaureate Executive Committee.

Before filing any appeal of a course grade, the student will first address his or her concerns in writing to the faculty member who assigned the grade. Should the faculty member detect arithmetic or clerical error that influenced the grade assignment to the student's detriment, the faculty member will initiate a change of grade form. For an appeal of a course grade to be considered, it must be based upon one or more of the following grounds and upon allegation that the grounds cited influenced the grade assignment to the student's detriment: (1) arithmetic or clerical error; (2) possibly including discrimination or harassment, based upon race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression of the student or violations of the University's policy on sexual orientation; (3) personal malice.

The [University's Policy on Prohibited Harassment and Discrimination](#) prohibits discrimination or harassment on the basis of an individual's race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. Appendix B of this Policy provides specific information for students who believe that they have been discriminated against or harassed on the basis of one or more of these protected classifications.

Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity/ADA Office for assistance:

**Equal Opportunity/ADA Office**

The University of North Carolina at Chapel Hill  
100 E. Franklin Street, Unit 110  
Campus Box 9160  
Chapel Hill, North Carolina 27599

Telephone: (919) 966-3576  
Fax: (919) 962-2562  
Email: [equalopportunity@unc.edu](mailto:equalopportunity@unc.edu)

Any administrator or supervisor, associate dean or other administrator, who receives a student's complaint about prohibited harassment or discrimination must notify the Equal Opportunity/ADA Office within five (5) calendar days of receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an academic appeal, an investigation of the student's claim must be performed under the direction of the Equal Opportunity/ADA Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student's academic appeal.

The student may appeal the grade in accordance with the procedure outlined below. Such a request for appeal must be made no later than the end of the second week of the next regularly scheduled enrollment period.

Grade appeal processes take precedence over Progression Review. If a course grade is appealed by a student being reviewed by the Progression Review Committee, the Chair of the Academic Standards Committee will recruit faculty to sit on the student's Grade Appeal Board. The chair of Academic Standards Committee, or designate, will serve as chair of the Grade Appeal Board. No Academic Standards Committee member will serve on both the Progression Review Committee and Grade Appeal Board for the same student. Any Academic Standards Committee member with a conflict of interest in the situation will be excused from serving on either the Grade Appeal Board or Progression Review Committee. The Chair of Academic Standards Committee will designate a substitute.

## **ACADEMIC STANDARDS COMMITTEE (APPEAL BOARD)**

### **PURPOSE**

The Academic Standards Committee (Appeal Board)'s function is to provide the mechanism by which the student may make an appeal based upon the grounds listed above.

### **COMPOSITION**

- The Appeal Board will consist of a Chair and three faculty members from or appointed by the Academic Standards Committee. The Chair of the Academic Standards Committee will appoint the Appeal Board Chair.
- For summer sessions, a Board Chair and three persons will be appointed by the Chair of the Academic Standards Committee.
- Four Board members must be present to hear an appeal.
- Any faculty members who feel they are biased in a specific appeal will be excused from serving for that appeal.
- The Chair of Academic Standards Committee will designate a replacement for a faculty member who is unable to serve on a specific board.

### **APPEAL PROCEDURE**

- The student must write a request for an appeal hearing and a written statement showing the grounds for appeal. The request and statement will be submitted to the Chair of Academic Standards Committee (Appeal Board) no later than the end of the second week of the next regularly scheduled enrollment period.
- Upon receiving a timely request for an appeal based on the grounds listed above, the Chair will transmit a copy to the faculty member involved and convene the Academic Standards Committee (Appeal Board), designating the time and place for the hearing. The hearing is to be held within six weeks of receipt of a formal written request. The Chair of the Academic Standards Committee (Appeal Board) will notify all parties involved.

- The student is responsible for preparing a written statement supporting the grounds for the appeal and setting forth the facts and circumstances upon which the student relies in support of the appeal. Two weeks prior to the date of the hearing, this statement must be delivered to the Chair of Academic Standards Committee (Appeal Board) and the faculty member who assigned the grade. If the faculty member chooses to respond, the response must be written and delivered to the Chair of Academic Standards Committee (Appeal Board) and the student one week prior to the hearing.
- The Academic Standards Committee (Appeal Board) hearing is a closed hearing attended by Academic Standards Committee (Appeal Board) members, the student appealing the grade, the faculty member assigning the grade, and a support person for the student and support person for the faculty member, if desired. Support persons, including legal counsel, cannot participate in the hearing process.
- The hearing is solely on the question of whether there is arithmetic or clerical error, arbitrariness or personal malice, as alleged in the student's written statement of appeal and whether the ground or grounds for appeal cited influenced the grade assigned to the student's detriment. The burden is on the student to satisfy the Board by clear, cogent and convincing evidence that his or her contentions are true.
- At the beginning of the Appeal hearing, the Chair will outline the procedures to be followed in the hearing. The Board may consider only such evidence as is presented at the hearing and need consider only that offered which it considers fair and reliable. Witnesses may be questioned by the Board, the student and the faculty member. Except as herein provided, the conduct of the hearing is under the control of the Chair.
- During the hearing there will be an opportunity for informal discussion among all parties. Issues discussed must be pertinent to the Appeal.
- Following the hearing, all persons except the members will leave. The Board will deliberate until a simple majority (2-1) decision is reached. The Chair will not vote.
- The Chair of appropriate committee (Progression Review or Academic Standards) will notify the student, the faculty member, and the Associate Dean for the Undergraduate Program in writing of the committee's decision. The decision of the committee is provided to the Dean if an additional appeal is requested by the student. The student has one (1) week to submit the appeal to the Dean. The final decision is based on the purview of the Dean.
- If the decision so indicates, the Chair will contact the School of Nursing registrar and initiate a change in the grade.

## GRADING

Faculty members have the responsibility for grading. The method used for determining all course grades will be at the discretion of the individual faculty. Pluses and minuses will be used in accordance with UNC-Chapel Hill undergraduate grading policy for final grades ([Undergraduate Catalog](#), Registration, Enrollment and Withdrawal). Grading scales will be published in each course syllabus.

## GRADING SCALE

The undergraduate nursing faculty has adopted the following uniform grading scale:

| Letter Grade | Percentage |
|--------------|------------|
| A            | 95-100     |
| A-           | 92-94      |
| B+           | 89-91      |

| Letter Grade | Percentage |
|--------------|------------|
| B            | 86-88      |
| B-           | 83-85      |
| C+           | 80-82      |
| C            | 77-79      |
| C-           | 74-76      |
| D+           | 71-73      |
| D            | 65-70      |
| F            | < 65       |

*Adopted by Faculty April 14, 1997*

## **LATE ACADEMIC CONCERNS AND COURSE WITHDRAWAL**

After the 8th week of the fall or spring semester or during the last 40% of a shorter clinical rotation or summer session:

Students who wish to withdraw from a required nursing course late in the semester must submit a completed [Petition for Late Course Withdrawal](#) to the Associate Dean for the Undergraduate Program. The Associate Dean will notify the Undergraduate Progression Review Committee and ask them to review the request. The review should take place within 10 business days of student filing. Students will receive notice of the outcome of the review by letter from the committee chair. The Assistant Dean, Student Affairs, the Associate Dean and the Student Success/Retention Specialist will serve as non-voting ex officio members of the committee. Withdrawal from a course will result in an Alternate Study Plan. The only exception to this process are those students being advised to withdraw from a course by the Associate Dean or Lead Faculty. Change in the plan of study for these students does not require Progression Review Committee approval.

## **PROCESS FOR 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 in [Figure 1 \(PDF\)](#):

- 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 Associate Dean of the Undergraduate Program who will involve any other relevant parties.
- Student issues or concerns related to a course or clinical practice should first be discussed with the course or clinical faculty member. If, following the discussion, the problem remains unresolved, the Associate Dean should become involved. Preferably this would be accomplished in a meeting that includes the faculty member and other relevant parties.
- Unresolved faculty related issues should be directed to the Associate Dean for Academic Affairs, the Dean, or other school administrators as deemed appropriate.
- Unresolved course related issues should be directed to the Associate Dean who will contact the Associate Dean for Academic Affairs, the Dean, or other school administrators as deemed appropriate.

### PROGRAM EVALUATION AND STUDENT ASSESSMENT

The Faculty of the School of Nursing is committed to both the continuous improvement of the Undergraduate Program and individual student success. To accomplish these goals, an evaluation plan is in place that includes course and teaching evaluations, student performance assessments and program satisfaction surveys. Students will have an opportunity in each course to evaluate both the course and faculty teaching within that course. Students will be tested for the acquisition and application of nursing knowledge at periodic intervals from program entry to exit. Test results will be shared with individual students to support and promote self-improvement, preparation for NCLEX and safe nursing practice. Program satisfaction assessments will be conducted during the program, at the time of graduation and periodically after graduation.

## SECOND MAJOR OR MINOR APPROVAL

The following process will be followed for students seeking approval for a second major or minor:

- Student self-identifies and is referred to the Associate Dean for the Undergraduate Program.
- Associate Dean for the Undergraduate Program meets with the student to discuss details of the request.
- Associate Dean for the Undergraduate Program analyzes the request with assistance from the School Registrar to determine:
  - student's current academic standing in nursing (on SON probation?);
  - number of remaining courses to achieve the second major/minor (student generally provides this information);
  - feasibility of taking the required course(s) without compromising the nursing major, including the requirements to attend all nursing classes and clinical; and
  - student's ability to meet the requirements of the second major or minor within the first eight semesters and without extending the nursing program of study.
- UGPD approves/disapproves the request and notifies the School Registrar.
- School Registrar notifies the student and sends a letter to the Dean, College of Arts and Sciences indicating approval of second major and/or minor.

*Approved by Baccalaureate Executive Committee, November 19, 2012*

## TRANSFER/PLACEMENT CREDIT FOR PROFESSIONAL NURSING COURSES

Students may be exempt from taking School of Nursing required professional courses either through placement-credit or credit-by-exam options. The review process for both placement credit and credit by exam may take up to two months. Therefore, requests should be submitted at the time of admission or no later than one full semester prior to the semester in which the student is scheduled to take the course. At no time will requests for review be accepted once the student is enrolled in the course.

### PLACEMENT CREDIT

Consistent with University policy (see [Undergraduate Catalog](#), Policies and Procedures) the Undergraduate Program at the School of Nursing will review, upon student request, previous professional nursing course work and experience for placement credit. At the time of admission, students should submit a request for course review (download the [Course Transfer/Exemption Form](#)) and the course syllabus for the year in which the course was taken. Additional materials, such as completed course papers, descriptions of clinical work and hours, and discussion of supportive work experiences, will help in the determination.

Students may only be considered for exemptions from 4 courses in our curriculum (with the exception of students on the Military Track who have a different transcript review process).

These courses include the Carolina Core Series:

- N301- Foundations of Relationship-Centered Care and Diversity and Inclusion: Carolina Core I (3 Credits)
- N302- Research, Ethics and Innovation: Carolina Core II (3 credits)
- N401- Integrating Principles of Leadership, Quality and Safety, and Informatics into Nursing Practice (3 credits)
- N402- Foundations of Population Health and Global Health: Carolina Core IV (2 Credits)

Materials should be submitted to the Office of Student Affairs, where transcript verification is completed regarding the date the course was taken and the grade earned. Faculty review of submitted and verified materials will determine (a) placement credit awarded; (b) no placement credit awarded but recommendations made for alterations in the course when taken by the student based on previous learning and experience; (c) no placement credit awarded, and the course must be taken. The student may request a challenge exam to demonstrate content mastery if he/she disagrees with the

faculty decision. This request is made in writing to the Associate Dean for the Undergraduate Program, Office of Academic Affairs within two weeks of receipt of the denial notice. Faculty responsible for the course in question will prepare and grade the challenge exam. The transcript will note the grade as “PL” (placement).

### CREDIT BY EXAM

Enrolled students who have gained (through independent study or experience) knowledge of the content of professional courses offered in the School of Nursing may receive credit (without grade) for such courses by special examination (see [Undergraduate Catalog](#)). Requests for this examination should be submitted in writing to the Associate Dean for the Undergraduate Program, Office of Academic Affairs. Faculty responsible for the course in question will prepare and grade the challenge exam. The transcript will note the grade as “BE” (by exam).

**Challenge exams are not offered for clinical nursing courses because clinical nursing practice cannot be effectively assessed with a written test.**

### WITHDRAWAL AND READMISSION

University policies related to withdrawal and readmission apply to students enrolled in the School of Nursing. These policies are found in the [Undergraduate Catalog](#) section on registration, enrollment and withdrawal.

Withdrawal from the University is considered withdrawal from the School of Nursing. The student may return to the School of Nursing within one year of withdrawal by meeting University readmission requirements and arranging an alternate study plan with the Associate Dean. The Office of Student Affairs in the School of Nursing provides advisement about the readmission process.

Students who have been absent from the School of Nursing for more than one year from last enrollment must meet University readmission requirements and reapply to the School of Nursing. Admission decisions will be based on a competitive application portfolio and available space in courses to be completed. Upon admission, the Associate Dean and appropriate faculty will review previous course work and relevant work experiences of the student during the absent period. As a result of this review the student may be required to repeat selected courses or complete competency testing as a part of the alternate plan of study for program completion.

## CLASSROOM POLICIES

### APPROPRIATE CLASSROOM BEHAVIOR

All students shall be given the opportunity to learn in an environment that is free from noise, intrusions, and disruptions. Students should remain attentive to the activities of the classroom and behave in a manner that allows others to be attentive. Noise must be avoided and includes, but is not limited to, beepers, cell phones, children, pets, side conversations among students, monopolization of conversation, reading newspapers and frequent getting up and down while class is in session.

Faculty and students are mutually responsible for enforcing optimal classroom behavior and thus helping to create an appropriate learning environment for all.

### ASSISTIVE DEVICES

#### 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 Accessibility Resources and Services (ARS). In instances where an assistive device has been approved by ARS, 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.

## ATTENDANCE

### CLASS ATTENDANCE

The following legislation by the Faculty Council gives each instructor the authority to prescribe attendance regulations for his or her classes:

“Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.” If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor may report the facts to the student’s academic dean. However, only instructors excuse absences from class for valid reasons (illness, family emergency, etc.) A student should present his or her explanation for any absences to the instructor at the next meeting.

Students who are members of regularly organized and authorized University activities and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the instructor before the date(s) of the scheduled absence.

The University calendar does not recognize religious holidays. The faculty are encouraged to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays.” ([Undergraduate Catalog](#), Attendance, Grading and Examination)

In the School of Nursing, the Dean has delegated the handling of absences to course coordinators. The Associate Dean for the Undergraduate Program needs to be informed of all unusual situations.

### ATTENDANCE AT REGULAR EXAMS OR TESTS

Students are expected to take tests as scheduled unless an Excused Absence is obtained from an appropriate person before the time of the test. A grade of F will be given to a student with an unexcused absence from a test.

### ATTENDANCE AT CLINICAL AND PRACTICE LAB EXPERIENCE

- Students are expected to attend all clinical practice lab experiences except when ill.
- Faculty may deny clinical experience for the following reasons:
  - Student is unprepared for patient care.
  - Student appears either physically and/or psychologically ill.
  - Student appears to be under the influence of alcohol and/or drugs.
  - Student is unaware of his/her own limitations or fails to seek help when he/she recognizes his/her limitations.
  - Student is unkempt and/or unclean.
- Students who need to be absent from a clinical or practice lab must:
  - Notify the clinical area and/or instructor prior to the scheduled lab time.
  - Be responsible for making up any specific experience. Make-up labs are at the discretion of the individual instructor.

## LEAVING THE CLASSROOM DURING EXAMS

The purpose of this policy is to create an optimal testing environment for students while adhering to the Honor Code. The rationale for this policy is that it can be distracting to students who are taking examinations and threatens exam security when students who have completed the exam congregate outside the classroom(s) where an exam is being administered. Students who have completed exams are required to leave the floor in Carrington Hall where the exam is being taken, with all of their belongings, and not return until the time announced by the instructor. (For example, if an exam is being taken in room 15, students who have completed the exam must leave the ground floor of Carrington). Since some students may be taking the exam in the undergraduate computer lab, students may not relocate to the 2nd floor of Carrington West or Carrington East.

Additionally, students needing to use the restroom during an exam may **only** use the closest restroom on the floor on which the exam is being administered and leave all belongings in the testing room. (For example, if the exam is being administered on the ground floor of Carrington West, students must use the ground floor restroom in Carrington West, not a restroom in Carrington East or on another floor. Students with unique needs should make arrangements with the instructor.

Students should respect signs outside of classrooms signifying that testing is in progress.

Failure to adhere to this policy will be considered a breach of academic integrity and may be treated as an Honor Code violation.

*Approved BEC 2/11/2019; UG Faculty 2/25/2019*

## CLINICAL PLACEMENT

Clinical site placements are based on a complex interaction between the learning needs within a course as determined by faculty, the ability of clinical agencies to meet our requests, and the preferences of the student. Opportunities for student choice are available through the on-line registration process and additional choices within the clinical group. Students who fail to register on-line will be assigned a placement. EISLE placement will also be determined with this process.

After the on-line registration process has been completed, a small “window of opportunity” will be made available to students by the Associate Dean for the Undergraduate Program to negotiate a “switch” with another agreeable student related to clinical group or EISLE lab group assignments. For a switch to be considered, the [Post-Registration Course Switch Form](#) must be completed and submitted by the due date to the [Office of Student Affairs](#) (Suite 1200).

Students who have not been able to resolve scheduling concerns through on-line registration selection and the “switch” option may appeal to the Associate Dean for the Undergraduate Program by filling out the [Clinical Site or EISLE Scheduling Appeal form](#).

When unanticipated agency, faculty or student situations arise after the registration and switch processes have closed, the course coordinator and Associate Dean reserve the right to make changes as needed.

**Students may NOT contact clinical agencies directly for any reason, such as an attempt to secure a particular clinical unit or preceptor assignment or an exception to an agency requirement (unless the student is responding directly to a clinical agency’s request of them). Students must work through their clinical instructors, who work through course coordinators, Lead Faculty and agency clinical liaisons.**

## CLINICAL EVALUATION

[Clinical Evaluation Form](#)

## HONORS PROGRAM

Through the [Honors Program](#), the University and School of Nursing recognize undergraduates who have demonstrated exceptional academic ability and independent work in their major. Qualified and interested senior students are paired with a faculty advisor who guides the student in an independent study honors project. Links to faculty projects and areas of interest for Honors advising are provided at <http://www.unc.edu/depts/our>. The Honors Program is supervised by the Associate Dean for the Undergraduate Program.

### HONORS PROGRAM GUIDELINES

- Students must have earned a 3.3 cumulative university grade-point average (GPA) to participate in the Honors program. The cumulative GPA is based on all courses applying to the nursing degree.
- Students must also have earned a GPA of 3.4 in all required upper division nursing courses.
- If a student's School of Nursing GPA falls below a 3.4 after beginning the Honors Program, the student will have to drop Honors for graduation, but may complete the course and receive course credit. Under extenuating situations, students may request special consideration.
- Grade point averages are not rounded up. Eligibility is verified by the School of Nursing Registrar.
- The student and honors advisor must complete a written contract to be on file with the Associate Dean for the Undergraduate Program.
- Students will register for Nurs 691H and Nurs 692H, Honors Study in Nursing, typically during the final year of study. Honors courses carry three (3) semester hours of credit each semester and are assigned a letter grade each semester by the advisor.
- A student's project must show evidence of independent, creative, abstract, analytical and critical thinking.
- Honors advisors who feel a student's work is of a quality to be considered for Highest Honors must make this recommendation to the Associate Dean for the Undergraduate Program. A faculty panel will review papers anonymously using the criteria above and the decision is final.

For more information, please see the [UNC School of Nursing Honors Program](#) page.

## STUDENT CODE OF CONDUCT

We, the students of the School of Nursing at the University of North Carolina, Chapel Hill, believe that professional behavior plays an important role in our ethical development as nurses. We are committed to demonstrating professional behavior in our roles both inside and outside of the School of Nursing. This goal will be supported through adoption of the following ideals:

We are committed to conducting ourselves in a manner that appropriately represents the prestigious institution which we attend. We seek to reflect the utmost respect for ourselves, and our instructors, classmates, mentors, patients, and the wider community. SON students will:

- Present themselves in a manner that is representative of the School of Nursing dress code.
- Raise their hands when appropriate during lecture and wait to be called on before speaking.
- Contribute personal comments and experience only when these pertain to the topic at hand.
- Refrain from personal conversations and comments during lectures.
- Avoid using laptops for purposes other than educational or pertaining to class.
- Silence all phones and electronic devices before lectures begin.
- Wait until it is declared appropriate by the professor to gather their things for breaks and at the end of class.
- Avoid leaving the room in the middle of a lecture or exam and will wait for a break in class.

We assume responsibility for our own actions and are committed to personal growth into a professional role. SON students will:

- Avoid all acts of discrimination.
- Seek accuracy in stating facts, practices, conclusions, and laws.

- Offer only constructive feedback to faculty, staff, and other students.
- Conduct themselves in a manner that fosters trust among peers, faculty, staff, and the wider community.
- Utilize appropriate opportunities to enhance faculty and staff understanding of student needs.
- Examine and discuss questions of interest and freely express opinions without judging others.
- Maintain acceptable academic performance in each course while having protection through administration against prejudiced academic procedures or evaluations.
- Document and seek guidance from clinical faculty about incidents in the clinical setting that provide opportunity for further reflection and personal growth.
- Utilize opportunities to enhance their communication and critical thinking skills.
- Contribute to the development of the professional nursing curriculum.

We are committed to strictly upholding the UNC Honor Code and recognize its importance to the institution and to our professional growth. Students will:

- Seek to display the ideals of integrity, honesty, competence, and fairness.
- Provide assistance and guidance among themselves to uphold the UNC Honor Code.
- Maintain their own belongings, including their own mailboxes and lockers, without disturbing or offending others.

We are committed to enhancing and preserving the health of the community through education and awareness. Students will:

- Advocate for the rights of patients while maintaining patient confidentiality.
- Advocate for the nursing profession in the larger community.
- Strive to secure and maintain their own personal health.
- Support access to health resources for each other and for all members of the community.
- Have the right to belong or decline to be a part of any group or organization.
- Promote and develop a learning environment that respects human rights, values and choices, including cultural and spiritual beliefs

*Written: 2008 Class Board*

*Adopted: 2008 UG Student Body, Spring 2008*

*Approved: Baccalaureate Executive Committee, April 2008*

## STUDENT EMPLOYMENT AND EXTRA-CURRICULARS

### 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 insure 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 SON AS 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 MATERIALS 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.

*Update July 2014*