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Record of

The University of North Carolina
at Chapel Hill

School of Nursing
1988-1989

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**Record of
The University
of North Carolina
at Chapel Hill
(USPS 651-960)**

School of Nursing

**Announcements for the Session
1988-1989**

Mission Statement

The University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill has been built by the people of the State and has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the State and the nation. Since the nineteenth century, it has offered distinguished graduate and professional programs.

The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge.

The mission of the University is to serve all the people of the State, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to expand the body of knowledge; to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to improve the condition of human life through service and publication; and to enrich our culture.

To fulfill this mission, the University must:

acquire, discover, preserve, synthesize, and transmit knowledge;

provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the State and the nation;

provide graduate and professional programs of national distinction at the doctoral and other advanced levels to future generations of research scholars, educators, professionals, and informed citizens;

extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State; and

address, as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the faculty, students, staff, administration, trustees, and other governance structures and constituencies of the University in their service and decision-making on behalf of the University.

April 25, 1986 as adopted by the Board of Trustees, The University of North Carolina at Chapel Hill

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The University of North Carolina at Chapel Hill

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Health

¹Resigned June 30, 1988

²Effective July 1, 1988

³Resigned June 30, 1988

Table of Contents

The School of Nursing	8
Administration	8
History of the School	8
The School's Commitment	11
Students	13
Organization	13
Accreditation	14
Clinical Resources	15
Area Health Education Centers	15
The School of Nursing Curricula	16
Core Studies	17
Primary Care	18
Secondary Care	18
The Bachelor of Science in Nursing Curriculum	20
The Graduate of the Baccalaureate Program	20
Admission Procedures	21
Freshman Applicants	21
Junior-Level and Transfer Applicants	22
Registered Nurse Applicants	23
Financial Information	24
School of Nursing Scholarships	25
Estimated Expenses	25
Lower Division Requirements	26
Upper Division Requirements—The Nursing Curriculum ..	28
The Science of Nursing Care	28
Clinical Practice of Nursing	30
Professional Context of Nursing	33
Electives	34
Course Sequence	36
Undergraduate Honors Program	37
Regulations	37
Transportation	38
The Master of Science in Nursing Curriculum	39
Prerequisites	39
Admission Procedures	39
Financial Information	40
Core Studies	41

Primary Care	44
Secondary Care	46
Elective	48
Degree Requirements	50
The Doctor of Philosophy Curriculum	52
The Continuing Education Program	55
Accreditation	55
Setting and Faculty	56
Continuing Education Units	56
Charges for Noncredit Courses	57
Financial Aid	57
Eligibility	57
Application Procedures	57
Activities and Resources	58
Student Organizations	58
Sigma Theta Tau	58
Association of Nursing Students	58
Student Health Action Committee	58
Graduate Student Action Body	60
Junior and Senior Boards	60
Alumni Association	60
Events	60
Resources	61
Student Services Office	61
Research Support Center	61
Scholarly Support Team	62
Housing	62
University Services	63
Faculty	65
Officers of Administration	79
The University of North Carolina— Sixteen Constituent Institutions	79
History of the University	79
Appendix A—Residence Status for Tuition Purposes	81
Appendix B—Addresses	88

Appendix C—1988-1989 Calendar 89

Campus Map 92

A Message from the Dean



Modern nursing educates men and women not only to provide effective care of the ill, but also to value health. This is crucial to patient and health provider alike. Nurses and their patients are linked by a common humanity — they both work for optimal quality of life. Nurses strive to see that illness is only a temporary state. Before and after illness, nurses and patients are community members together, working for all people and especially for vulnerable populations throughout the life span.

From this perspective, our faculty and students have a common goal: to promote health and prevent disease. Together they study, learn, and teach, sharing a variety of ways to intervene therapeutically. They work in such settings as public health departments, clinics for migrant workers, home care, student health services, nursing homes, small community hospitals and large teaching and referral hospitals. Students and faculty measure progress through evaluation and share a commitment to research that will determine what nursing interventions are effective and how individuals and groups can become responsible for healthy minds and bodies. Thus, the faculty, students, and staff of the School of Nursing contribute creatively to the University's great heritage of education, research, and service.

*-Laurel Archer Copp
Dean
School of Nursing*

The School of Nursing

Administration

LAUREL ARCHER COPP, Ph.D., Dean

ROBERT C. ATWATER, A.B., Director of Business Affairs

JOY YOUNG, Administrative Assistant

JOAN E. UHL, Ph.D., Associate Dean for Academic Affairs

CYNTHIA FREUND, Ph.D., Chair, Core Studies

INGE B. CORLESS, Ph.D., Chair, Secondary Care

HELEN M. MURPHY, M.S.N., M.P.H., Acting Chair, Primary Care

LAURICE FERRIS, M.A., Director, Continuing Education

NEAL CHEEK, Ph.D., Director of Student Services

EVIE S. ODOM, Student Services Manager

FAYE D. PICKARD, M.S., Director of AHEC Statewide Nursing and
Coordinator of Clinical Facilities

SANDRA G. FUNK, Ph.D., Director, Research Support Center

JANET TYSINGER, Administrative Assistant

JOHN W. BECTON, M.Div., Director, Public Relations and Alumni
Affairs

CAROL L. SHAW, M.Ed., Director, Scholarly Support Team

History of the School

The School of Nursing of The University of North Carolina at Chapel Hill was established in 1950 in response to an overwhelming need for better educated nurses in North Carolina. Under the leadership of Dean Elizabeth Louanna Kemble, the state's first four-year baccalaureate program in nursing opened in 1951. The program was accredited by the National League for Nursing and graduated its first class in 1955. It was reaccredited in 1961, 1970, 1978, and 1986.

The master's program, also the first in North Carolina, was established in 1955 to prepare leaders in nursing education and administration. The original curriculum offered specialization in nursing service administration. Majors in administration of educational programs, psychiatric nursing, medical-surgical nursing, maternal-neonatal-gynecological nursing, and pediatric nursing were added in subsequent years. The master's program, accredited in 1961, was reaccredited in 1970, 1978, and 1986.

In 1964, the School established a continuing education program offering registered nurses an opportunity to expand their knowledge of nursing care,

supervision and teaching, as well as gain broader perspectives on health care. The program was accredited by the American Nurses' Association in 1978, 1982, and 1986.

Between 1972 and 1980, the School offered a certificate family nurse practitioner program to postgraduate students. Approximately 200 nurses matriculated before the program became a part of the master's in nursing primary care program in 1980.

Elizabeth Kemble was succeeded as dean of the School of Nursing by Dr. Lucy Houghton Conant in 1968; and she, by Dr. Laurel Archer Copp in 1975, the current dean of the School.

Since 1970, the School of Nursing has been housed in Carrington Hall. The building is named in honor of Elizabeth Scott Carrington of Burlington, a founding member and first chair of the school's advisory committee. This group worked actively for the school's advancement through its first two decades of existence. Mrs. Carrington's personal efforts included a campaign for scholarships that led James M. Johnston to bequeath a sizable fund to the University. One-third of the James M. Johnston Scholarship endowment is designated for nursing and supports dozens of undergraduate and graduate students, as well as scores of continuing education participants. The George and Elizabeth Carrington Fund endowment, provided by the late Dr. George Carrington, has financed many aspects of faculty development and enrichment.

Mrs. Carrington, who in 1983 became the first nurse to receive from UNC-CH an honorary doctorate and the prestigious University Award, continues her service to the School of Nursing as a member of the School of Nursing Foundation board of directors.

In its early years, the master's program was separate from the undergraduate program, with its own faculty and organizational structure. Then, in 1978, the School revised both its undergraduate and graduate curricula to focus on health promotion and disease prevention. This action resulted from reports by University, state, regional, and national agencies recommending new emphases in higher education for health professionals. With these revisions, the School was reorganized into three departments that span both the undergraduate and graduate programs—core studies, primary care, and secondary care. Many faculty members teach both undergraduate and graduate courses, as well as continuing education courses.

The School anticipates enrolling its first Ph.D. candidates in Fall 1989. The first doctoral program in nursing in the state, the UNC-CH Ph.D. in nursing curriculum will have three foci: human responses in illness, health promotion and health protection, and nursing systems.

The School of Nursing's enrollment and faculty have increased dramatically over the years. The first class consisted of 16 students and six faculty members. Today, up to 150 baccalaureate students and 50 master's students

are admitted each fall, taught by 75 faculty members. The School intends to admit eight doctoral students each year, beginning Fall 1989.

A joint publication of the School and its alumni association, *The Carrington Quarterly*, was established in 1979 to promote the School and establish closer ties between the School and its alumni and friends. The *Quarterly* is distributed to 4,000 alumni, faculty, and friends.

The School of Nursing Foundation, chartered in 1983, aids, supports, and promotes teaching, research, and service at the School. The Nursing Foundation encourages the establishment of chairs of nursing, professorships, and scholarships and manages all resources for the benefit of the School's programs, faculty, and students.



The School's Commitment

The School of Nursing is committed to the improvement of health through education, research, and community service. The School's undergraduate and graduate curricula and continuing education courses reflect the changing health problems of society and provide students with the skills to deal effectively with those problems. Faculty members strive to be flexible in meeting the needs of both traditional and nontraditional students. Besides educational programs, the School provides developmental and consultative services to agencies, professional groups, and institutions. The School's first responsibility is to the people of North Carolina, but this responsibility also extends regionally and nationally.

Faculty members believe that the goals of nursing are promoting health and caring for the sick by containing disability and discomfort. Nurses engage in preventive, curative, and rehabilitative care to help people achieve their maximum level of health. Faculty believes that efforts directed toward the early detection of illness, treatment, and rehabilitation improve the health of individuals and families. The faculty also believes that the promotion of health implies more than individual health services. Moreover, efforts directed toward health maintenance and disease prevention improves the health of communities. Nurses must therefore act in the political arena, influencing and shaping policy that affects the health of individuals and the community.

Nursing derives from the biophysical and social sciences, the professional disciplines, the humanities, and an evolving body of nursing theory. The nursing profession has a continuing responsibility to apply theories from the generic sciences for systematic development of new knowledge about nursing practice, patients and their problems, and the individual and societal struggle for wellness. Nurses must be responsive to and seek the active involvement of the consumer in his or her care. Nurses also must evaluate the impact of their services on the health status of individuals and the community. Faculty members of the School of Nursing contribute to the development of nursing through research and other scholarly activities. Faculty members frequently present research results in a number of publications and at professional meetings throughout the world.

Nursing education is fostered by an environment that values and tests ideas, research, and theoretical approaches to contemporary health problems. In providing this environment, The University of North Carolina at Chapel Hill enables nursing faculty and students to teach and learn in a dynamic setting enhanced by multidisciplinary exchanges, a sense of community, and a respect for individual beliefs.

The University of North Carolina at Chapel Hill is committed to the principle of equal opportunity. It is the policy of this university not to

discriminate on the basis of race, sex, color, national origin, religion, age, or handicap with regard to its students, employees, or applicants for admission or employment. Such discrimination is also prohibited by federal law. Any complaints alleging failure of this institution to follow this policy should be directed to the Assistant to the Chancellor.

The faculty of the School of Nursing is committed to broadening the student body to include minorities, men, mature individuals desiring a new career, and other nontraditional students.



Students

Students are admitted to the undergraduate and graduate curricula who have the level of preparation, the intellectual competence, and the personal qualities judged necessary for the study of nursing in a university. Students of all races and both sexes are welcome at the School of Nursing. Approximately 300 students are enrolled in the undergraduate curriculum, of whom about 17 are registered nurses. Approximately 100 students are enrolled in the graduate program, part-time and full-time.

Nearly 3,000 students have received baccalaureate degrees from the School of Nursing, and more than 400 graduate students have received master's degrees. Many of these nurses hold positions of professional leadership in North Carolina and throughout the nation. Thousands of nurses have completed long- and short-term courses offered by the School's Continuing Education Program. During the year 1984-1985 alone, the School of Nursing Continuing Education Program offered 109 short courses and workshops with a total enrollment of 3,400.

The University enrolled 22,781 students in 1986-1987.

Organization

The School of Nursing is the most recently established School in The Division of Health Affairs at The University of North Carolina at Chapel Hill. Other schools are the School of Medicine, the School of Dentistry, the School of Pharmacy and the School of Public Health. The North Carolina Memorial Hospital serves as the major clinical facility for the schools. The Division was established to integrate and correlate the work of the health professional schools and the hospital in their teaching and research development within the University. Each school is administered by a dean, who is responsible to the Vice Chancellor of Health Affairs.

The School of Nursing is governed by the same administration, laws, and regulations as the other schools of the University. Its students have the same privileges and responsibilities as other students in the University and are also subject to all general University regulations (see the undergraduate and graduate Bulletins).

As a school in the Division of Health Affairs, the School of Nursing benefits from the contributions of personnel and facilities in various divisions and schools of the University. Teaching, research, and library facilities are

shared to provide students with a broad general education as well as preparation in professional nursing. Faculty and students may take advantage of the resources offered by the Health Services Research Center, the Carolina Population Center, the Center for Development and Learning, and the Center for Health Promotion and Disease Prevention.

Both undergraduate and graduate students in nursing take courses taught in other departments and schools of the University, and the physical facilities of the University campus are available to students in the School of Nursing.

Accreditation

The University of North Carolina at Chapel Hill is accredited by the Southern Association of Colleges and Schools and is a member of the American Association of Universities.

The School of Nursing is a member agency of the National League for Nursing in the Department of Baccalaureate and Higher Degree Programs. The Collegiate Board of Review of the National League for Nursing granted full accreditation of the undergraduate program in nursing in 1955, and accreditation of the graduate program in 1961. Both programs were reaccredited in 1970, 1978, and 1986.

The School of Nursing also is accredited by the North Carolina Board of Nursing.

The American Nurses' Association National Accreditation Board for Continuing Education granted accreditation of the Continuing Education Program in 1978 and reaccredited the program in 1982 and 1986.

The School of Nursing is a member of the following organizations: The American Association of Colleges of Nursing, the Southern Council on Collegiate Education for Nursing (Southern Regional Education Board), the National League for Nursing Council for Baccalaureate and Higher Degree Programs, the Virginia/Carolinas' Doctoral Consortium, and the North Carolina Council for Baccalaureate Degree Programs in Nursing.

Clinical Resources

The School of Nursing utilizes a variety of facilities, both urban and rural, to provide students with a broad background in professional nursing. These facilities include:

- private, community, state and federal hospitals
- public health agencies
- community mental health centers
- home health agencies
- diagnostic and treatment centers
- long-term care facilities
- ambulatory care clinics and offices
- voluntary health organizations
- well patient settings.

Because of the broad scope of clinical facilities and locations, both undergraduate and graduate nursing students must have access to a car.

Area Health Education Centers

The North Carolina Area Health Education Centers (AHEC) Program is a partnership between four university health science centers and nine AHECs, regional education and training centers. The School of Nursing values the partnership between universities and communities.

School of Nursing faculty teach continuing education courses, prepare educational materials, and provide consultation and technical assistance to the AHECs. The AHEC Program offers an ideal arena for the educational advancement of all health science students in an inter- and intra-professional environment. Both undergraduate and graduate students in the School of Nursing receive experience in regional AHEC clinical facilities.

The School of Nursing Curricula

The theme of both undergraduate and graduate curricula is "Toward Health Improvement." This focus is congruent with national and international trends in health delivery to individuals and groups, the sick and the well, in health care institutions and in the community. It underscores the commitment, of the faculty to prepare nurses to assess, intervene in, and evaluate health problems in populations as well as in individuals. It draws attention to the need to promote health while preventing illness and caring for those who are ill.

Graduates contribute to health improvement of society by providing health services to individuals, developing programs and services for individuals and populations, and influencing policies that affect the health and well-being of society.

Within the School's curricula, the emphasis differs at the undergraduate and graduate levels. The undergraduate curriculum, which leads to a Bachelor of Science in Nursing degree, prepares generalists for nursing practice. The curriculum focuses on the scope and nature of contemporary health problems of individuals and communities with an emphasis on obtaining the knowledge and skills needed to provide personal health services in primary and secondary care. Baccalaureate graduates are prepared to provide a variety of health and health-related services for both the sick and the well. They also may become leaders in community health efforts as well as in hospitals and other institutions.

The graduate curriculum, which leads to a Master of Science in Nursing degree, is designed to prepare nurses for advanced practice. The curriculum provides students with knowledge of the scope of contemporary health problems, health improvement interventions in primary or secondary care, and broad health improvement strategies. Students build upon this knowledge by learning methods and approaches to research, and they conduct a study of significance to primary care or secondary care nursing. Students also learn to apply their knowledge and skills as educators and managers in nursing. The curriculum emphasizes advanced clinical practice and leadership roles in either community or institutional settings.



Core Studies

The Core Studies Department provides students with a common frame of reference and a foundation for providing personal health services. Courses in contemporary health problems of population groups and the impact of health services, nursing services and policies for improving health are offered. The department also is responsible for a series of research courses, which are an important foundation for nursing practice, and for a series of management and education courses.

Faculty

Cynthia Freund (Chair), Eileen Conroy, Mary Dowe, Laurice Ferris, Sandra Funk, Carol Hogue, Rosan Hutter, Jean Norburn, Betty Landsberger, Pat Lawrence, Clara Lewis, Nancy Milio, Helen Murphy, Arlene Payne, Faye Pickard, Bonnie Rogers, Ingrid Swenson, Elizabeth Tornquist.

Primary Care

The Department of Primary Care provides courses in community health nursing and the fundamentals of primary health care as well as comprehensive primary care clinical practice. The common denominator is nursing service to people in the community, the home, the workplace, and ambulatory health care settings.

Faculty

Helen Murphy (Acting Chair), Ann Evans, Catherine Fogel, Judith Forker, Annette Frauman, Bonnie Friedman, Lorna Harris, Margaret Hudson, Shirley Mason, Barbara Nettles-Carlson, Karen Philbrick, Randolph Rasch, Barbara Rynerson, Diane Shenkin, Marian Smallegan, Linda Smith, Mary Theroux, Priscilla Ulin, Clara Walters.

Secondary Care

The Department of Secondary Care provides courses in the nursing care of clients whose health problems are intensive and complicated. These courses focus on assessing, organizing, providing and evaluating the comprehensive nursing care needs of clients with acute and/or chronic illnesses.

Faculty

Inge Corless (Chair), Bonnie Angel, Janet Baradell, Barbara Bordeaux, Debra Brandon, Linda Brown, Eleanor Browning, Barbara Bunker, Melinda Calhoon, Margaret Campbell, Mary Champagne, Jo Ann Dalton, Diane Davis, Gayle Davis, Margery Duffey, Carol Durham, Beverly Ferreiro, Anne Fishel, Barbara Germino, Joanne Harrell, Betty Harris, Beverly Havens, Suzanne Herman, Carol Lee Johnston, Jane Kaufman, Deitra Lowdermilk, Mary Ann Matteson, Joellyn McCroy, Margaret Miles, Virginia Neelon, Susan Pierce, Joyce Roland, Jill Ross, Margarete Sandelowski, Eleanor Taggart, Deborah Thompson, Elizabeth Wells, Shirley Wilson.



The Bachelor of Science in Nursing Curriculum

The School of Nursing offers a curriculum leading to the degree of a Bachelor of Science in Nursing. It includes two years of lower division courses in the General College and two years of academic preparation in the School of Nursing. The program of study provides well-organized learning experiences that give students the knowledge and skill they need to function as generalists in nursing.

The Graduate of the Baccalaureate Program

The baccalaureate graduate is a practitioner of nursing with the knowledge and skills of a generalist. This nurse is able to provide a variety of health and health-related services for the sick and well, in both primary and secondary health care settings: clinics, public health departments, community practices, hospitals, nursing homes, convalescent centers, and the home. To do so, the nurse needs an understanding of the scope and nature of contemporary health problems and methods of promoting health in individuals and among community populations. This curriculum prepares the graduate to:

1. understand the problems of contemporary health and illness;
2. participate in assessing health problems in primary and secondary care settings;
3. collaborate with other professionals in promoting optimal health;
4. apply nursing interventions;
5. analyze decisions and evaluate the outcomes of these interventions to determine the direction for continued or future efforts.

Upon satisfactory completion of the requirements for a Bachelor of Science in Nursing degree, the graduate is recommended to the North Carolina Board of Nursing or to the appropriate licensing board in another state for admission to the licensing examination for registration as an R.N.

Admission Procedures

Freshman Applicants

The high school graduate enters the General College as a freshman and then transfers into the School of Nursing in the junior year. Admission of freshmen is handled by the Office of Undergraduate Admissions, but applicants may also request an interview in the School of Nursing. Students are selected on the basis of application information, the Scholastic Aptitude Test, health records, scholastic records, personal references, apparent qualifications for the study of professional nursing, and satisfactory high school work in:

- English (4 units)
- college preparatory math (3 units—2 algebra and 1 geometry)
- foreign language (2 units of the same foreign language)
- laboratory science (1 unit, preferably chemistry)
- social science (1 unit, preferably United States history)
- electives (5 units minimum).

The minimum undergraduate admissions requirements adopted by the Board of Governors of the University to begin with the fall 1990 semester are:

1. a high school diploma or its equivalent;
2. four course units in college preparatory English;
3. three course units in mathematics, including geometry, algebra I, and algebra II;
4. two course units in social studies, including one unit in U.S. history and one unit in government and economics; and
5. three course units in science, including at least one unit in a life or biological science and at least one unit in a physical science, and including at least one laboratory course.
6. in addition, prospective students should complete at least two course units in one foreign language, and they should take one foreign language course unit and one mathematics course unit in the 12th grade.

Freshman admission as a prenursing student does not guarantee admission to the nursing curriculum at the junior level. Enrollment at the junior level is open to all qualified applicants.

Application Fee: A \$35.00 fee must accompany each application for admission to the University. This fee is nonrefundable.

Initial Tuition Deposit: Each applicant for admission who is accepted must pay a \$25.00 deposit to be applied against the student's tuition and fees. The deposit is forfeited if the student fails to attend.

Junior-Level and Transfer Applicants

All students, including transfer students and second baccalaureate degree students, apply for admission to the School of Nursing at the junior level. Each applicant must meet the following admission requirements:

1. appropriate application to the University, which includes a written statement giving reasons for choosing a career in nursing, a summary of personal experiences with nursing, and any special career goals.
2. transcripts of all college work. (See the list of general education requirements on pages 21 and 22. Applicants are encouraged to maintain a 3.0 grade point average (on a 4.0 scale) on all prerequisite work. The minimum GPA for admission is 2.0. Courses taken at another college or university must be comparable to those offered at The University of North Carolina at Chapel Hill. Students should present at least a "C" — 2.0 on a 4.0 scale— average on all courses taken and be eligible to return to all previously attended institutions to be considered for transfer admission.)
3. a minimum of two references. Applicants are encouraged to include references from supervisors or employers when possible.
4. a personal interview, scheduled at the discretion of the undergraduate admissions committee following the receipt of the application.
5. volunteer work experience in health services may be helpful but is not required.

Admission to the School of Nursing is available only for the Second Summer Session. Students are encouraged to apply early in the fall preceding the year of intended enrollment. Transfer applications should be received in the Office of Undergraduate Admissions by December 1.

As a State institution, the University accommodates limited numbers of out-of-state students. Admission to the School of Nursing as an out-of-state applicant is highly competitive.

The School of Nursing reserves the right to select applicants considered best qualified for the study of professional nursing.

Academic requirements for admission to the School of Nursing are subject to change.

Registered Nurse Applicants

Registered nurses who have graduated from accredited diploma and associate degree programs may decide to continue their education and earn a Bachelor of Science in Nursing degree. They may do so to further professional development, increase career options, or prepare for specialized graduate studies. The University of North Carolina at Chapel Hill School of Nursing encourages applications from registered nurses seeking to complete requirements for the BSN degree.

For the registered nurse student, the baccalaureate curriculum is modified to eliminate redundant experiences. RN students take a series of alternate form nursing courses that build on the knowledge and skills acquired in an associate degree or diploma program.

The School of Nursing awards the enrolled RN student 33 hours of credit for previous education and experience upon completion of the first clinical course (for RNs only), rather than by challenge examination.

RN students may enroll full time or part time. They are eligible for financial aid, including the James M. Johnston Scholarships and Awards in Nursing Education. A segment of the James M. Johnston Awards in Nursing program provides funds specifically for eligible registered nurses pursuing the BSN degree part-time through the University Evening College.

North Carolina Memorial Hospital, literally next door to the School of Nursing, offers flexible part-time, as well as full-time, employment opportunities for registered nurses enrolled in the UNC-CH School of Nursing. The hospital's nursing department encourages nurses seeking part-time employment to interview in areas where they are most experienced. Those working part time enjoy flexibility both in scheduling and number of hours worked. Nurses who work at least 20 hours a week for six months may qualify for N.C. Memorial's nurse scholarship program. After a year, employees become eligible for the hospital's tuition assistance program. Interested registered nurses may call (919) 966-2012 *collect* to request Memorial's brochure and employment materials or to speak with the nurse recruiter about specific opportunities.

The registered nurse applicant must successfully complete the general education requirements as noted on page 21 and meet the admission requirements listed on page 22. Biology 11 is not required if the RN already has completed a course equivalent to Biology 45. These courses may be taken at another college or university and must be comparable to those offered at The University of North Carolina at Chapel Hill. Students should present at least a "C" (2.0 on a 4.0 scale) average on all courses taken and be eligible to return to all previously attended institutions. Regulations regarding retention and graduation of RN students are the same as those followed by all other nursing students.

The registered nurse applicant also must be licensed in North Carolina. For legal reasons, state licensure is required for students to have laboratory practice in clinical facilities. (For information on obtaining North Carolina registration, contact the North Carolina Board of Nursing, P.O. Box 2129, Raleigh, North Carolina 27602 919-828-0740.)

All students enrolled in the School of Nursing must carry professional liability (malpractice) insurance coverage.

For additional information about the BSN completion program for registered nurses, one may contact Debbie Thompson, RN program coordinator at (919) 966-5485 or 966-4260.

For specific information on application procedures and requirements, registered nurses should contact the Student Services Office of the School of Nursing.

Financial Information

Students interested in financial aid should indicate that when applying for admission to the University. The Student Aid Office will forward the appropriate forms and application. Students are encouraged to seek financial aid also through their local communities and through scholarships available from sources outside the University.

Nursing students who need financial aid are eligible for scholarships and loans on the same basis as all other undergraduate students in the University. In addition, the James M. Johnston Scholarships and Awards in Nursing Education are available specifically to prenursing students entering the University as freshmen, transfer students enrolling in the School of Nursing as juniors, or registered nurses pursuing the baccalaureate degree. The Johnston Awards in Nursing are based on financial need and administered through the Student Aid Office. For further information on the James M. Johnston Scholarships and Awards in Nursing Education and other financial aid, contact the Student Aid Office, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27514.

A segment of the Johnston Awards Program provides funds specifically for eligible registered nurses pursuing the B.S.N. degree on a part-time basis through the University Evening College. Contact the Student Services Office of the School of Nursing for information on this special program.

Under the Board of Governors' general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree-credit course work, and demonstrate financial need.

School of Nursing Scholarships

The following scholarships are designated for undergraduate nursing students and are administered by the Student Aid Office. All students who apply for student aid are considered for these scholarships:

Vicki L. Afreca Memorial Scholarship
 Anonymous Donor Scholarship Program
 Cora Pitts Barbee Scholarship
 Carol Beerstecher Blackwell Memorial Scholarship
 Burlington Industries Nursing Scholarship
 Mona Louise Currie Memorial Nursing Scholarship
 Frances Emily Gilreath Nursing Scholarship
 James M. Johnston Nursing Scholarships
 Ann Pierce Trowbridge Scholarship
 Martha Holt Windham Memorial Scholarship

Other scholarships are available through employers for children of employees, fraternal and professional organizations, the Veterans Administration, and the military services.

Estimated Expenses (subject to change)

(Junior Year)

	Academic Year	A 6-Week Summer Session
In-State Tuition	\$504.00	\$126.00 (6 hrs.)
Fees	341.00	58.20
Books and Supplies	400.00	100.00
Special Course Fees	332.00	15.00
Uniforms	150.00	—
Food and Housing (on campus)	3,200.00	508.00
Personal Expenses	<u>825.00</u>	<u>111.00</u>
Total for North Carolina resident	\$5,752.00	\$918.20
Nonresident tuition differential	<u>3,602.00</u>	<u>901.00</u>
Total for nonresident	\$9,354.00	\$1,819.20

Tuition and fees are due at registration. Payment may be made in person at the University Cashier's office, 103 Bynum Hall 008A, or by mail. Accounts not paid in full by the last day of registration are subject to a late payment fee and the student's possible disenrollment.

All undergraduate students are required to purchase a stethoscope.

Other fees, such as laundry and linen services as well as information about housing, are included in the *Undergraduate Bulletin*.

Lower Division Requirements

The general education requirements for the first two years of the Bachelor of Science in Nursing curriculum include 20 or 21 courses¹ that are offered to students in the General College. These courses, or lower division requirements, may be taken at any college or university and *must be approved by the Office of Undergraduate Admissions of The University of North Carolina at Chapel Hill as being comparable to the courses offered on this campus*. Below are a list and a brief description of prerequisite requirements.

Course	Academic Semester Hours Credit
Basic English Skills (two courses) English 1, 2 (English Composition and Rhetoric)	6
Basic Mathematical Sciences (two courses) Statistics 11 or 11C and one other course	6
Natural Sciences Perspective (seven courses) Psychology 10 (General Psychology) Chemistry 11, 11L or Biochemistry 7, 7L Chemistry 21, 21L or Biochemistry 8, 8L (General Descriptive Chemistry or Introduction to Biochemistry) Biology 11, 11L (General Zoology) Biology 45, 63L (Fundamentals of Human Anatomy & Physiology) Physiology 92 (Introduction to Physiology)	28

¹Excluding Physical Education courses.

Microbiology 55 (Elementary Pathogenic Microbiology) or Microbiology 51 (Elementary Bacteriology)	
Social Sciences Perspective (two courses—one from each of two different departments) one course in sociology or anthropology one course in economics, political science, sociology, or anthropology	6
Western Historical and Non-Western/Comparative Perspective (two courses) one course in pre-1700 Western history one course in either Western history (in breadth if the first was not) or the non-Western comparative viewpoint	6
Aesthetic Perspective (two courses) one course in literature one course in the fine arts	6
Philosophical Perspective (one course)	3
Foreign Language Skills (three courses) A foreign language through course 3 ²	6 or 9
Physical Education (two activity courses)	(2)
	<hr/>
Total	67-70

Students are admitted to the baccalaureate nursing program at the junior level. The first courses begin in the second summer session preceding the academic junior year. Two academic years and two summer sessions are required to complete the upper division major in Nursing.

²In 1986 and thereafter, no students at UNC-CH will receive credit or transfer credit for language level 1 in their high school language. Students electing to take a language other than their high school language may receive credit for language 3 as an upper division elective in the nursing curriculum.

Completion of Lower Division Requirements

The Natural Science Perspectives and statistics courses must be completed before the junior fall semester.

A student may be permitted to enroll in the School of Nursing before completing all the other prerequisite courses. Contact the Student Services Office to discuss completing these courses while enrolled in Nursing.

Upper Division Requirements — The Nursing Curriculum

The Undergraduate Curriculum of The University of North Carolina at Chapel Hill School of Nursing derives from the School's theme, "Toward Health Improvement." The curriculum is divided into three components: Science of Nursing Care, Clinical Practice of Nursing, and Professional Context of Nursing.

The Science of Nursing Care

Courses in the Science of Nursing Care emphasize the scientific and theoretical base of nursing practice. Students learn to relate the basic sciences and the nursing process to promoting health and caring for people with a wide range of disorders and dysfunctions, from the simple to the more complex. Biological and behavioral science courses, which are basic to nursing practice, include growth and development, nutrition, altered physiology, and pharmacology. Other courses focus on the theoretical and empirical foundations for nursing practice in primary and secondary care.

Course Descriptions

- NURS 60 Principles of Growth and Development and Nutrition Throughout the Life Span** 3 credits
Utilizing concepts from growth, development, and nutrition, this course focuses on adaptive and maladaptive responses of individuals to the environment, considering the impact of socioeconomic and environmental conditions that constitute risk factors. *Fall*. Herman.

- NURS 62 Pathophysiological and Pharmacological Processes** 3 credits
Prerequisite, Nursing 60. Utilizing concepts from pharmacology and altered physiology, this course focuses on pathophysiological mechanisms and pharmacological principles that provide the foundation for clinical pathophysiology and pharmacology of common health problems. *Fall*. Kaufman.
- NURS 64 Advanced Concepts of Health Promotion and Improvement** 3 credits
Prerequisites, Nursing 55 and Nursing 69. Entry level knowledge, skills, and experiences are assessed; and lectures, small groups, and individualized learning experiences are used to teach nursing concepts and theories needed by the RN student. *Fall*. Thompson.
- NURS 67 Holistic Health Care of Clients with Complex Diseases** 2 credits
This course prepares students to analyze selected concepts related to biomedical and biopsychosocial approaches to health care delivery in order to determine their impact on both providers and recipients. These concepts are utilized to facilitate holistic health care of clients with complex diseases involving multiple body systems. *Spring*. Campbell.
- NURS 70 Health Care of Women and Children** 3 credits
This course focuses on the normal childbearing process; health problems associated with sexuality, childbearing and children; and the appropriate nursing care strategies. Fogel.
- NURS 72 Nursing Care of Clients with Common Health Problems** 3 credits
Explores the nurse's role in caring for persons with, or at risk for, health problems that occur commonly in primary care settings. Focuses on health promotion and disease prevention.
- NURS 76 Nursing Foundations for Primary Care** 3 credits
This course provides a theoretical and empirical foundation for the nursing practice of primary care. Topics discussed include the relationship of cultural and demographic factors to health, family and community assessment, principles of health screening, caseload management, client advocacy, and the referral process. *Fall, Spring*. Havens.

- NURS 53 Basic Clinical Nursing 4 credits**
 Application of basic nursing concepts and skills in a variety of clinical settings. Under direct supervision, students assume responsibility for patients with uncomplicated problems. *Fall*.
 Dowe.
- NURS 65 Advanced Professional Nursing Practice 3 credits**
 Prerequisites, Nursing 55 and Nursing 69. Selected clinical experiences are planned to meet the needs of RN students. The aim is to facilitate students' achievement of the goals and objectives of the baccalaureate curriculum. *Fall*.
 Thompson.
- NURS 69 Patient Assessment 3 credits**
 This course provides an introduction to patient assessment including interviewing, history taking, physical exam, and recording, analysis and use of assessment data in planning patient care. *Summer*. Evans.
- NURS 78 Clinical Practice in Primary Care 5 credits**
 This course emphasizes clinical practice and evaluation in the context of family and the community. The focus is on family and community assessment, health promotion, disease prevention, and the care of ill individuals in community and home settings. *Fall, Spring*. Walters.
- NURS 82 Secondary Care Nursing Practice I 5 credits**
 Prerequisite, Nursing 53. The first clinical course in secondary care nursing. An introduction to physical assessment is provided. The student utilizes the nursing process in providing direct personal health services to adults or children in secondary or tertiary care settings. *Spring*. Browning.
- NURS 84 Secondary Care Nursing Practice II 6 credits**
 Prerequisite, Nursing 82. The second clinical course in secondary care nursing. Students utilize relevant theory in providing direct personal health services to groups of adults or children in secondary or tertiary care settings. The student becomes increasingly independent in developing skills appropriate to the system, as well as actively participating with nursing and health team members. *Fall, Spring*. Lowdermilk.

Clinical experiences in Nursing 78, Nursing 82, and Nursing 84 are organized to ensure that each student will have all the following clinical placements:

Clients with medical health problems (NURS 78 or NURS 82 or NURS 84)

Clients with surgical health problems (NURS 82 or NURS 84)

Clients with pediatric health problems (NURS 82 or NURS 84)

Obstetrical clients (NURS 82 or NURS 84)

Clients with mental or emotional disorders (NURS 78 or NURS 82 or NURS 84)

Community Health (NURS 78)



Professional Context of Nursing

Courses in the professional context of nursing introduce students to the major issues in health care and the relationship of nursing to the health care delivery system. They also orient students to health problems of populations and the effectiveness of environmental, organizational, and socioeconomic strategies for improving health. Through study of methods of scientific inquiry, students learn to read research and appreciate its usefulness as a systematic approach to professional problem-solving and the advancement of nursing knowledge. This component provides students with a frame of reference from which they can plan and provide effective personal health services. All courses emphasize not only the nurse's role in delivery of care, but also the nursing professional's responsibility for advocating and designing programs, systems, and policies aimed at health improvement.

- NURS 54** **Introduction to Nursing Research** 3 credits
Prerequisite, Introductory Statistics Course. Introductory course focusing on the nature of scientific inquiry, the components of the research process, ethical considerations in research, and the role of research in nursing and health issues. *Fall*. Lawrence.
- NURS 55** **Health of Populations I & II** 3 credits
Prerequisite, RN status. Interrelationships among man, environment, and at-risk health status. The efficacy of personal health services is compared with the effectiveness of environmental and socioeconomic strategies for improving health. The potential for bringing about consumer-oriented health care is examined. *Summer*. Murphy.
- NURS 56** **Health of Populations I** 2 credits
An epidemiological approach is used to examine interrelationships between man and the environment, and to identify population groups most at risk for contemporary health problems. The efficacy of personal health services is evaluated. *Fall*.
- NURS 58** **Health of Populations II** 2 credits
Continuation of Health of Populations I. The effectiveness of environmental and socioeconomic strategies for improving health is evaluated. The potential of consumers and providers for bringing about consumer-oriented health care is examined. *Fall*. Norburn.

- NURS 66 Professional Nursing and the Modern Health System I** 3 credits
Prerequisites, Nursing 55 (or Nursing 56 and Nursing 58). Decision-making, management, and promotion of change at the intra- and inter-organizational levels for effective health care delivery. *Fall*. Hutter.
- NURS 68 Professional Nursing and the Modern Health System II** 3 credits
The role of the nursing profession in developing and implementing strategies needed by the health care delivery system to meet health needs in contemporary society. *Spring*. Hutter.
- NURS 80 Dynamics of Secondary Care Nursing Practice** 2 credits
Prerequisites, Nursing 50 and Nursing 53. This course provides a definition of secondary care nursing and an understanding of selected nursing care delivery systems. The focus is on the dynamic aspects of one setting, the hospital, within which much of secondary care nursing takes place. This course provides a theoretical basis for application in all secondary care clinical courses in the curriculum. *Fall, Spring*. Pierce, Campbell, Thompson.

Electives

Besides the required nursing courses, two elective courses are required. These may be taken in any department within the University. The School of Nursing offers some elective courses (descriptions below) that may be taken to fulfill this requirement.

- NURS 83 Practice of Perioperative Nursing** 3 credits
Prerequisite, Nursing 82. A clinical course focusing on the application of the nursing process to selected clients in the immediate preoperative, intraoperative, and immediate post-operative phases of surgical intervention. Campbell.
- NURS 113, NURS 114 Special Problems** 2-6 credits
These courses are available to advanced undergraduate and graduate students. Their goal is to provide the student with opportunities to individualize work in an area of interest not regularly provided for by the ongoing nursing courses. The student studies under the direction of one or more faculty members who are knowledgeable in the area of the student's need and/or interest. Staff.

- NURS 169 Human Sexuality for Nurses** 3 credits
 A course designed to introduce the student to the general field of human sexuality. The purpose is threefold: to impart knowledge of human sexuality, to assist the student in becoming comfortable with his or her own sexuality, and to increase the student's understanding of clients' sexual needs and concerns. Students explore sexuality throughout the life cycle including the wide range of normal variations, deviations, and dysfunctions of sexual behaviors. These are considered from psycho-biophysical-social perspectives. Fogel.
- NURS 176 Women Over 50 in Contemporary Society** 3 credits
 Course will view the population group of women over 50 from several perspectives—sociological, economic, political and psychological—looking at their health and their roles in family, work, and community. Landsberger.
- NURS 177 Women's Health Care Issues** 3 credits
 This course is designed to introduce the student to issues involving the health care of women. The purpose is twofold: to increase the student's knowledge of women's bodies and to increase the student's understanding of common health-illness concerns that affect women. Fogel.
- NURS 181 Pain Coping, Pain Management, and the Pain Experience** 2 credits
 Students learn to take a history, attend to pain cues, pain assessment, and nursing interventions. Topics include coping strategies, ethics and pharmacological approaches, and the literature of pain. Copp.
- NURS 182 Nursing Considerations in Pharmacology** 2 credits
 This course will focus on nursing responsibilities regarding pharmacologic interventions.
- NURS 183 Gerontological Nursing** 2 credits
 Provides a study of the process of human aging with a focus on nursing care issues in the secondary care setting.
- NURS 184 Women, Science, and Technology** 3 credits
 Permission of instructor. Examines women as creators and beneficiaries of science and technology. Considers women as scientists and inventors; gender biases in scientific theories; reproductive, household, child care technologies; feminist approaches to inquiry.



Course Sequence

Nursing courses ordinarily are completed in the following sequence:

Junior Year

2nd Summer Session
 NURS 50
 Elective or Perspective (if needed)

Fall
 NURS 53
 NURS 56
 NURS 60
 NURS 62

Spring
 NURS 58
 NURS 85
 NURS 82
 NURS 54
 NURS 86 or 70

Senior Year

2nd Summer Session
 NURS 90
 NURS 86 or 70

Fall and/or Spring
 Core Fall and Core Spring
 NURS 66 NURS 68

Primary Care — Fall or Spring
 NURS 72
 NURS 76
 NURS 78

Secondary Care — Fall or Spring
 NURS 80
 NURS 84
 NURS 87

One upper division elective is also required.

Students who are already registered nurses complete the sequence in this pattern:

2nd Summer Session

NURS 55	3 credits
NURS 69	3

Fall

NURS 54	3
NURS 64	3
NURS 65	3
NURS 66	3
Elective (if needed)	3

Spring

NURS 67	2
NURS 68	3
NURS 76	3
NURS 78	5
Elective (if needed)	3

Undergraduate Honors Program

The School of Nursing honors program recognizes undergraduate students who have demonstrated exceptional ability and potential for independent study in nursing. Junior students who have a 3.5 average are invited to participate in senior honors. During the senior year, the honors student registers for independent study by enrolling in Nursing 97 and 98 and completing a paper or honors project by the end of the spring semester.

NURS 97	Honors Study in Nursing	6 credits
NURS 98	Preparation of a two-semester honors project under the direction of department advisers. Permission required. Seniors only.	

Regulations

The regulations and requirements for students in the School of Nursing are the same as for all University students and appear in the *Undergraduate Bulletin* under the sections on Academic Procedures, The Honor System, and General University Regulations and Policies. Students in the School of Nursing also are governed by the School of Nursing Academic Standards.

The School of Nursing reserves the right to request the withdrawal of any student who fails to meet the qualifications considered essential for professional nursing.

Transportation

Because of the variety of clinical facilities and locations, undergraduate nursing students must have access to an automobile. A student without an automobile may carpool with classmates to secondary care clinical sites. Students enrolled in Nursing 78 need access to an automobile to make visits to homes and community agencies. The field training fee is used in part to reimburse students for mileage during clinical experiences.

For information about the North Carolina requirements for automobile liability insurance, vehicle registration, and operator's license, write to the North Carolina Department of Motor Vehicles, Raleigh, North Carolina 27602. Students and/or parents are responsible for maintaining appropriate insurance coverage. Some insurance companies may consider such driving "business driving."

The Master of Science in Nursing Curriculum

The School of Nursing offers a curriculum leading to the degree of Master of Science in Nursing. The theme—"Toward Health Improvement"—sets the direction for the graduate curriculum. The program of study includes three components: Core Studies, Area of Concentration, and Functional Option. Students choose an area of concentration in either Primary Care or Secondary Care. All students complete the Core Studies component. In addition, all students select a functional option in either management or education.

Prerequisites

Students are expected to have completed a curriculum in baccalaureate nursing. Exceptions may be made, however, for outstanding applicants with a B.A. or B.S. degree who have completed a diploma or associate degree program in nursing. Students should have successfully completed an undergraduate statistics course before admission.

All questions about prerequisites should be directed to the Student Services Office of the School of Nursing.

Admission Procedures

Admission Requirements

1. Evidence of current state licensure. For legal reasons, North Carolina licensure is required for students to have laboratory placement in clinical facilities.
(For information on obtaining North Carolina registration, contact the North Carolina Board of Nursing, P.O. Box 2129, Raleigh, North Carolina 27602, or call 919-828-9740.)
2. An official transcript of the B.S.N. degree, as well as transcripts of any other undergraduate and graduate work.
3. A strong overall academic record with an average of "B" or better, both in nursing courses and during the last two years of undergraduate work.
4. Official copy of scores received on the Graduate Record Examination. Applicants should take this test well before the anticipated admission date.

5. Three letters of recommendation (one recent or current work reference and two academic references).
6. Completion of the Personal Statement Form and Personal Data Sheet.
7. A record of at least one year of previous work experience as a registered nurse.
8. A personal interview (may be required). Upon receipt of all written materials, the School of Nursing may schedule an interview.
9. Foreign applicants must submit passing scores on the Test of English as a Foreign Language and the Commission on Graduates of Foreign Nursing Schools (CGFNS) exams. For a CGFNS application, write to 3624 Market St., Philadelphia, PA 19104-2679 USA. The tests must be taken before a decision can be made on the application.

The credentials of applicants not meeting one of the above requirements may be reviewed on an individual basis for possible exceptions.

Applicants should indicate on the application which area of concentration, Primary Care or Secondary Care, they are applying for and which functional option, Education or Management, they wish to pursue.

All students enrolled in the School of Nursing must carry professional liability (malpractice) insurance coverage.

Applicants are admitted for both full-time or part-time study and can begin in fall, spring, or summer. Applicants should complete the application as soon as possible. The admissions committee reviews applications throughout the academic year.

Financial Information (subject to change)

Tuition and Fees

Students registered for nine or more credit hours in the Graduate School are considered full-time students. Tuition and fees for the academic year 1987-1988 are as follows:

Per Semester

	Tuition	Fees	Total
N.C. Resident	\$ 252.00	\$168.50	\$ 420.50
Nonresident	\$2,053.00	\$168.50	\$2,221.50

Students may register for part-time course work. In such cases the tuition and fees for a 3-semester hour course, for example, are:

	Tuition	Fees	Total
N.C. Resident	\$ 126.00	\$168.50	\$294.50
Nonresident	\$1,027.00	\$168.50	\$1,195.50

Financial Aid

James M. Johnston Scholarships, teaching assistantships and federal traineeships are available to full-time students. Preference for research assistantships is given to full-time students though part-time students may be considered for research assistant positions. Full-time, first-year students may qualify for merit fellowships. The Linda Waring Matthews Oncology Nursing Research Fund provides awards for graduate students conducting research in oncology nursing.

Minority Presence Grant Program

Under the Board of Governors' general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree-credit course work, and demonstrate financial need.

Core Studies

The core studies component of the curriculum includes three areas: perspectives on contemporary health problems, research and the management or education option.

In the contemporary health problems sequence, the student learns to understand the nature of contemporary health problems by examining the effects of the environment on health, analyzing the profile of contemporary health problems, and analyzing the impact of personal health services and ecological interventions on the health of individuals and small groups. Environmental, organizational, and socioeconomic strategies for improving the health of selected population groups are analyzed, as are personal health services strategies. The student also analyzes policy and program decision-making that determine current and potential health improvement interventions, and compares methods of influencing decision-making at both intra- and inter-organizational levels.

In the research sequence, the student learns approaches to research for analyzing problems of contemporary health and illness. The four-course sequence introduces students to research methodology and data analysis. Students are expected to identify a researchable problem, conduct a study, and prepare a written report of the investigation. Students may complete this requirement either through a thesis or group research project. The purpose of both the thesis and the project is to foster the use of research in expanding nursing knowledge and resolving clinical practice problems. In the thesis, students work alone under the guidance of graduate faculty.

In the project, students work in a group under the guidance of graduate faculty. The thesis is written as a formal document of the study, while the project is written as an article for publication.

In the education or management option, students prepare for either a teaching or management role that complements a clinical practice role. The education option is for students interested in teaching in nursing programs, inservice and staff development departments, and in patient education. The management option is for students interested in first-line and mid-level management roles in all settings. Nine credits, three of which must be practicum credits, are required for secondary care students; six credits are required for primary care students. With the guidance of their advisers, students fulfill the option requirement by taking the option courses offered in the School of Nursing or courses in education or management offered by other departments.

Contemporary Health Problems

NURS 255 Contemporary Health Problems and Health Improvement Interventions I 3 credits

Examines contemporary health problems and health improvement interventions within a broad context. An epidemiological approach is utilized in examining the health and illness of various at-risk populations. The focus is on understanding the nature of the contemporary health problems by examining the effects of the environment on health; understanding the profile of contemporary health problems; and analyzing the effectiveness of personal health services in improving health. The conceptual framework for the total curriculum is introduced at the outset of the course as a basis for study. *Fall; Summer, odd years.* Murphy.

NURS 355 Contemporary Health Problems and Health Improvement Interventions II 3 credits

Prerequisite, Nursing 255. Emphasis is placed on examining policy and program decision-making processes at intra- and inter-organizational levels. Environmental strategies are contrasted with personal health service strategies relative to their potential for improving health of populations. *Spring; Summer, even years.* Murphy.

Research

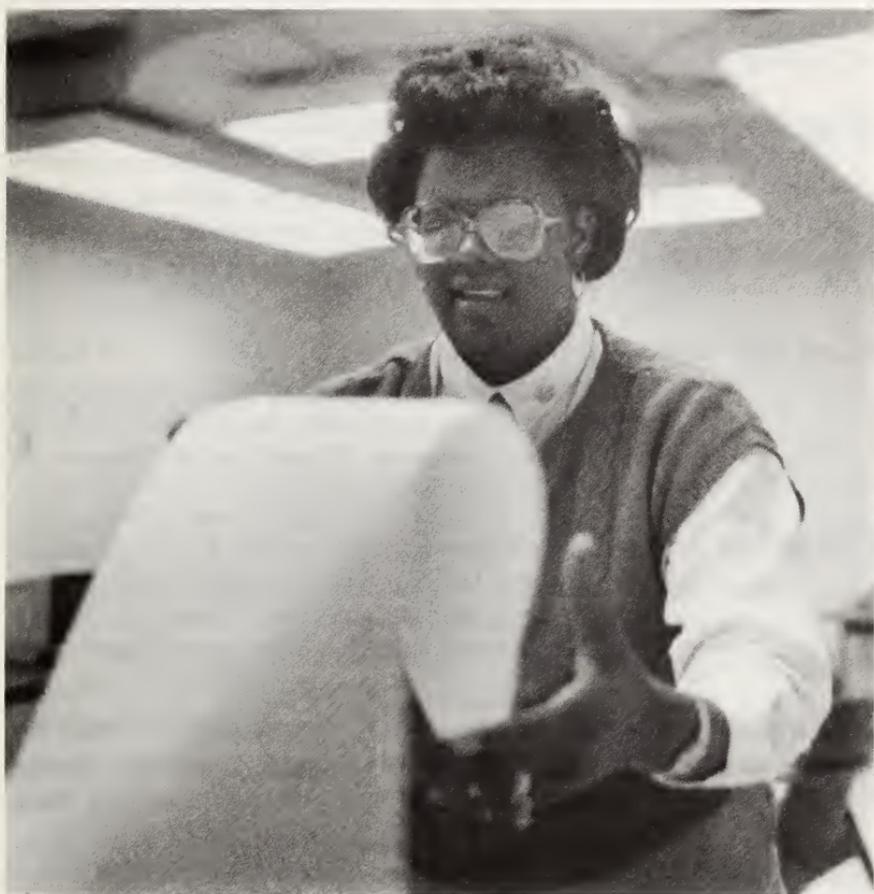
- NURS 274 Research Methods I** 2 credits
Prerequisites, undergraduate statistics and undergraduate research methods. Focuses on the steps of the research process including formulation of a researchable problem and hypotheses, sampling, design, data collection and analysis, and ethical considerations in research. *Fall; Summer, even years.* Hogue, Rogers.
- NURS 275 Research Methods II** 1 credit
Prerequisite, Nursing 274. Prepares students to begin their own research study including writing a research proposal and obtaining funding for student research. *Spring*, occasionally offered other terms. Hogue, Rogers.
- NURS 374 Research Methods III** 3 credits
Prerequisites, Nursing 274 and Nursing 275. Focuses on analysis of research data, including descriptive and inferential statistics, basic computer skills, and methods of data presentation and interpretation. *Fall*, Payne.
- NURS 375 Research Methods IV** 1 credit
Prerequisites, Nursing 274, Nursing 275, Nursing 374. Instruction in the aspects of research presentation and dissemination; specifically the written research project or thesis and oral presentation and critical evaluation of published research. *Spring*.
- NURS 392 Group Research Project** 6 credits
Prerequisite, Nursing 274. Students develop a research project focusing on a nursing problem, design a study, collect and analyze data, and present the findings in a format for a professional journal. *Fall, Spring, Summer.*
- NURS 393 Master's Thesis** 6 credits
Through the thesis, opportunity is provided for independent pursuit of knowledge and understanding, for the development of competence in solving nursing problems, and for increasing recognition of responsibility to contribute to professional knowledge by systematic investigation. *Fall, Spring, Summer.*

Education/Management Option

- NURS 216 Management: The Organizational Context** 3 credits
Examines basic management theories, concepts and principles as applied to nursing systems. The needs of organizations and understanding how to work within organizations will be emphasized. *Spring.*
- NURS 217 Nursing Management at the Department and Unit Level** 3 credits
For first-time and mid-level managers in primary and secondary settings. Selected issues related to leadership, departmental structure, planning, and human resource management in nursing are explored. *Fall, summer, odd years.*
- NURS 236 Secondary Care Nursing Management Practicum** 3 credits
The course will provide students with an opportunity to increase their knowledge of principles of nursing management in secondary care institutions and to continue to develop complex leadership behaviors necessary for the delivery of nursing care in secondary care institutions.
- NURS 290 Principles of Teaching Applied To Nursing** 3 credits
Provides students who have had no previous teaching experience with educational principles necessary to teach nursing. Opportunities for observation and analysis of undergraduate instruction are provided. *Spring.*
- NURS 291 Curricula in Nursing** 3 credits
This course focuses on the structure of the discipline of nursing as a basis for curriculum development and evaluation.
- NURS 306 Nursing Education** 3 credits
Students will demonstrate proficiency in teaching by working with and delivering instruction with a selected preceptor in one's specialty. An integrative seminar will be conducted.

Primary Care

Primary Care is basic, comprehensive health care emphasizing health promotion, illness prevention, and interdisciplinary management of common acute and stable chronic disease. Its community orientation makes primary care the domain of both public health nurses and nurse practitioners. It takes many forms, ranging from home health care and health planning



for populations to the comprehensive health care of individuals and families in community and occupational sites.

At the graduate level, the primary care curriculum educates students to become proficient family nurse practitioners, prepared to practice in a wide range of health care settings. Beginning with an intensive course in the art and science of health history and physical examination, the clinical curriculum takes the student through increasingly complex application of basic primary care principles and techniques. Concurrent clinical practice under the guidance of experienced preceptors provides ample opportunities to apply theory to clinical experience and to build a strong base for independent and collaborative practice.

Core courses in research and contemporary health problems are fundamental to the primary care curriculum. Effective clinical decision-making and evaluation depend on the practitioner's ability to apply methods of critical inquiry, a knowledge base that is developed systematically in the research sequence. At the same time, a firm grounding in contemporary

use of history, physical examination, and laboratory data to plan interventions for promoting and restoring health.

NURS 270 Clinical Practicum in Primary Care II 1-5 credits
Prerequisite Nursing 269 or concurrent. Builds on NURS 269 with continued supervised clinical practice and increasing responsibility for comprehensive health status evaluation, health promotion, illness prevention, and management of common acute and stable chronic problems.

Secondary Care

Secondary Care nursing comprises a range of health services for people with intensive and complicated health problems. Secondary care nursing is administered in a variety of settings, such as hospitals, skilled-care facilities, nursing homes, and patients' homes. The focus is on the comprehensive care of clients with acute and chronic illnesses.

The master's program in secondary care is designed to help nurses develop expertise in the care of patients with these intensive and complicated problems. Students choose a clinical focus from specialty areas—including women's health, gerontology, pediatrics or mental health/mental illness—or concentrate on a major secondary care health problem, such as cancer, cardiovascular disease, or trauma.

Graduates are skilled in the comprehensive assessment of groups of patients as well as the individual patient, and are prepared to implement and evaluate interventions for complex health problems requiring a range of nursing care. Graduates have the interpersonal skills to communicate effectively with patients and families and are prepared to collaborate with other health care providers. Graduates can analyze nursing care through clinical inquiry and research and can function in clinical, educational, and management roles.

Through the thesis or project, students pursue an area of special interest in secondary care nursing and seek solutions to nursing problems through systematic inquiry.

The clinical practice requirement of the secondary care area is six hours each week while enrolled in a secondary care course. Students are encouraged to choose a different site in each of the four courses but to continue their major clinical focus throughout.

NURS 220 Secondary Care Nursing I 3 credits
Prerequisite, Nursing 222. A general systems approach is utilized as the framework for (1) the analytical study of con-

not regularly provided for by the ongoing nursing courses. The student studies under the direction of one or more faculty members who are knowledgeable in the area of the student's need and/or interest.

- NURS 169 Human Sexuality for Nurses** 3 credits
A course designed to introduce the student to the general field of human sexuality. The purpose is threefold: to impart knowledge of human sexuality, to assist the student in becoming comfortable with his or her own sexuality, and to increase the student's understanding of clients' sexual needs and concerns. Students explore sexuality throughout the life cycle including the wide range of normal variations, deviations, and dysfunctions of sexual behaviors. These are considered from psycho-biophysical-social perspectives. Fogel.
- NURS 176 Women Over 50 in Contemporary Society** 3 credits
Course will view the population group of women over 50 from several perspectives—sociological, economic, political, and psychological—looking at their health and their roles in family, work, and community. Landsberger.
- NURS 177 Women's Health Care Issues** 3 credits
This course is designed to introduce the student to issues involving the health care of women. The purpose is twofold: to increase the student's knowledge of women's bodies and to increase the student's understanding of common health-illness concerns which affect women. Fogel.
- NURS 181 Pain Coping, Pain Management, and the Pain Experience** 2 credits
Students learn to take a history, attend to pain cues, pain assessment, and nursing interventions. Topics include coping strategies, ethics and pharmacological approaches, and the literature of pain. Copp.
- NURS 182 Nursing Considerations in Pharmacology** 2 credits
This course will focus on nursing responsibilities regarding pharmacologic interventions.
- NURS 183 Gerontological Nursing** 2 credits
Provides a study of the process of human aging with a focus on nursing care issues in the secondary care setting.

NURS 356	Current Issues in Health Policy and Mass Communications	2-3 credits
	Provides an analytic skill in a real-world context for those who will participate in the broad process of policy formulation through their positions in the health professions and mass communications field. Milio.	

Degree Requirements

To be eligible for the Master of Science in Nursing degree, a candidate must meet the following requirements:

1. remove any provisions of the original admission to the Graduate School.
2. complete the degree within five years.
3. complete required semester hours of graduate credit,* removing any temporary grades (incompletes, absences, no reports, and "S" grades on all course work with the exception of the thesis, NURS 393); register for NURS 392 (for at least five hours) if electing to do a project or NURS 393 (for at least five hours) if electing to do a thesis; and have transfer credit approved by the Graduate School.
4. pass the written comprehensive examination.
5. submit the thesis or group research project.
6. present an oral defense of thesis/project.

*43-49 semester hours, including core courses, required courses in the area of concentration and courses selected to meet the education or management option, registration for a thesis or research project. The minimum number of semester hours will vary according to the area of concentration pursued.



The Doctor of Philosophy Curriculum

The School of Nursing anticipates enrolling the first students in a new Ph.D. program in fall 1989. The program is designed to prepare scholars and researchers who will expand the body of nursing knowledge that serves as the empirical base for nursing practice. A strength of the program is the opportunity to study the interrelationships of physiological, psychological, sociocultural, and environmental variables as they influence health.

This doctoral program will prepare nurses to conduct research in a substantive field of nursing, to develop and test nursing models, and to design and test nursing interventions.

Areas of Knowledge

There are three fields of study:

- Human response in illness
- Health promotion and health protection
- Nursing systems

Each of these fields has a well-developed and sound research base that reflects areas of competence of the School of Nursing faculty together with related areas of strength among other University faculty members in fields identified as minors. Those fields include psychology, physiology, sociology, anthropology, epidemiology, biochemistry and nutrition, and health policy and administration.

Program Requirements

In addition to the requirements of the Graduate School, the Ph.D. program in nursing will include content in the major nursing field of study, in modes of systematic inquiry, in a minor in a related discipline, and in the social context of the discipline.

Major

Students will select one of the three fields of study in nursing in which to major. All students will be required to take the introductory course in that field of study, which introduces students to major conceptualizations and modes of inquiry in that field, and to the research literature and current issues in the field. In addition, students are expected to select an area within the field in which they will develop indepth knowledge in preparation for dissertation research. Seminars on special topics, guided independent study,

and supervised research experiences will provide opportunities for developing knowledge in the chosen field. Other knowledge expected of candidates for the degree includes a social and/or historical perspective on nursing as a discipline, understanding of the organization and development of nursing knowledge, including existing paradigms, and knowledge of approaches to theory construction. Appropriate course work and other experiences will be negotiated with the adviser. Particular efforts will be made to develop programs of study that meet students needs and build on their knowledge base.

Minor

A supporting minor in a related field outside of nursing will be required. The choice of a minor will be determined with advisers from the major field and minor department with the requirements of the Graduate School in mind. The minor will be supportive of the student's area of study and extend his/her research interests.

Modes of Systematic Inquiry

Knowledge in research methods, including both quantitative and qualitative methods, and design will be required. Students will have supervised learning experiences with senior faculty in ongoing research. Knowledge of statistics will also be required of all candidates for the degree, including multivariate analyses, principles of bivariate and multivariate regression and correlation, and introduction to causal modeling. Further knowledge required will be determined by the student's chosen research area and will be negotiated with the adviser.

There will be no foreign language requirement for the Ph.D. in Nursing. Research skills will be evidenced by successful completion of at least two advanced statistics courses and courses in research methods. Passing grades in this course work will constitute success in meeting the Research Tool requirements of the Graduate School.

Dissertation

The dissertation research is expected to contribute new knowledge to the field. The dissertation topic must fall within the general domain of one of the three fields of study in nursing.

Admission

Applicants must be accepted by the Graduate School and the School of Nursing. It is anticipated that eight candidates will be admitted each

year beginning fall 1989. Applicants must submit materials by March 1 of the year in which they desire to enter. The School anticipates that the large majority of students selected for the program will hold master's degrees in nursing and be graduates of baccalaureate degree programs requiring an upper division major in nursing.

For more information about the Ph.D. program, contact Dr. Neal K. Cheek, Student Services office in the School of Nursing (see appendix B).

Minority Presence Grant Program

Under the Board of Governors general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree-credit course work, and demonstrate financial need.

The Minority Presence Grant Program for Doctoral Study provides stipends of \$8,000 for the academic year, with an option of additional support in the amount of \$600 for study in the summer session, for black residents of North Carolina who are selected to participate. Recipients must be full-time students pursuing doctoral degrees at The University of North Carolina at Chapel Hill.



The Continuing Education Program

The School of Nursing offers a variety of programs in continuing education to meet the professional needs of health care providers as well as the individual and community needs of consumers of health care services. Workshops provide both traditional and innovative perspectives on health and health care delivery that affect the health professionals' practice and the outcome of their care.

Today the career choices of nurses are changing as are interests and options and, more importantly, market demands in health care. The boundaries of practice are expanding, diversifying, and shifting in health care settings. While the need for clinically competent nurses remains, nurses also need sophisticated skills in administration and financing, in human resource development, in communication, and in the political-economic arena. The continuing education program seeks the involvement of learners in planning activities to meet the changes in society's needs, changes in the health care delivery system and changes in the nurse's role on the health care team.

The primary purpose of the continuing education program is to provide opportunities and resources for nurses and other health care professionals to update and expand knowledge and skills in providing health care and respond effectively to contemporary health problems and the changing methods of improving health. The program focuses on the needs of North Carolina nurses, while responding to regional and national needs as well.

Continuing education is offered in the following formats: short-term workshops of one to three days, long-term courses of 10 to 12 weeks, series of six to eight workshops, one-week institutes, and regional conferences. Many series are designed to prepare nurses to take national certification exams. The institutes provide intensive experiential learning.

Continuing education activities focus on the following topics: (1) basic and advanced clinical practice in pediatrics, adult health, geriatrics, oncology, mental health, acute-emergency care and community health; (2) human resources development; (3) teaching in academic and staff development settings; (4) management; (5) research and writing; (6) speech communications; and (7) issues in health care delivery systems and health policy.

Accreditation

The continuing education program is accredited as a provider of continuing education by the Eastern Regional Accrediting Committee of the American Nurses' Association.

Setting and Faculty

Continuing education draws upon the instructional facilities and services of the entire University, especially those of the School of Nursing, the North Carolina Memorial Hospital, and other schools within the Division of Health Affairs. Students in continuing education are encouraged to take advantage of University activities and special events while on campus.

While most programs are based at the University, workshops and conferences also are offered in communities around North Carolina. The school cooperates with Area Health Education Centers, community health agencies, hospitals, and extended-care facilities in bringing courses and programs directly to practicing nurses.

The School of Nursing's continuing education program is an integral part of continuing education offerings by the University.

Because each course draws on a specialized body of knowledge, instructors may represent any specialty of the School of Nursing faculty. They also may teach in other schools within the University or be authorities from outside the University who are also educators.

Although students in continuing education courses are responsible for arranging their housing and meals, the office of continuing education offers help in locating suitable accommodations.

Continuing Education Units

Continuing Education Units (CEUs) are awarded based on hours of participation in a continuing education course under responsible sponsorship, capable direction, and qualified instruction. One contact hour is defined as 50 minutes of an approved course or two hours of planned and supervised clinical practice that is designed to meet educational objectives.

Participants must attend the entire course to be eligible for CEUs. Partial CEUs are not awarded for attendance at part of a course. CEUs are convertible to Continuing Education Recognition Points.

Participants receive a CEU certificate at the completion of each workshop. A permanent record of CEUs is maintained by the University and may be obtained by writing to the Office of Records and Registration, Hanes Hall 019A, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27514, or by requesting a transcript form from the Continuing Education Program office.

Charges for Noncredit Courses

The standard workshop tuition fee is \$45/day. Fees may vary depending on the cost of instruction. Courses with laboratory, clinical experience, guest faculty, or any unusual expenses have higher fees. Special rates also are available for retired persons.

Financial Aid

A limited number of James M. Johnston Scholarships are available to all registered nurses on a first come, first served basis. A number of scholarships are set aside for each workshop and are awarded to the earliest registrants for a percentage of the workshop fee. Early registration is recommended.

Eligibility

Though some offerings are designed primarily for registered nurses, others focus more broadly on contemporary health problems and health improvement strategies and are thus relevant for other health and health-related professionals. Other health professionals are encouraged to apply for suitable courses.

Application Procedures

All continuing education activities are described in the *Calendar of Events*, published yearly, and in individual fliers that are mailed approximately six to eight weeks before the beginning workshop date.

Anyone needing financial assistance should apply early.

For more information about courses and enrollment procedures, call (919) 966-3638 or write:

Director of Continuing Education
School of Nursing
CB# 7460, Carrington Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7460

Activities and Resources

Students in the School of Nursing participate in campus activities and organizations. Additional activities are described in the Undergraduate and Graduate Bulletins in the sections on Student Activities.

Student Organizations

Sigma Theta Tau

The Alpha Alpha Chapter of Sigma Theta Tau, Inc., the national honor society in nursing, was chartered at The University of North Carolina at Chapel Hill, Oct. 5, 1962. The Society recognizes scholarship, leadership, creativity, and individual commitment to high standards. Invitations to membership are extended to selected students in the undergraduate and graduate program, faculty members, and graduate nurses with a baccalaureate or higher degree. The Society conducts programs and business meetings and gives awards in keeping with its purposes.

Association of Nursing Students

The Association of Nursing Students is the professional organization for student nurses. It operates on local, regional, state, and national levels. Local and regional programs are provided during the year on various subjects of interest to the nursing student. ANS also sponsors health projects that serve the community. ANS encourages students to become involved in legislative activities concerning health care, nursing education, and nursing practice. State and national annual conventions promote the development of the nursing student as a health professional.

Student Health Action Committee

Students in the School of Nursing participate in the Student Health Action Committee, which is devoted to the improvement of health care and health education in Chapel Hill and surrounding areas. It is both an education and service-oriented group. Students from all schools of the Division of Health Affairs may serve on the committee.



Graduate Student Action Body

The Graduate Student Action Body is composed of graduate students in nursing. The group selects student representatives to serve on School of Nursing committees, promotes communication among graduate students and, with other student organizations on campus, promotes other worthwhile causes related to nursing.

Junior and Senior Boards

Each year the junior class elects five students to the Junior Class Board. The board is a representative body for the students. Its members resolve student complaints, make presentations at faculty meetings, and plan class projects. Board members are elected for two-year terms. Those elected to the Junior Board become the Senior Board upon entering the senior class.

Alumni Association

The School of Nursing has approximately 3,400 alumni of its undergraduate, graduate, and related programs. The Alumni Association holds an annual meeting in the fall, presents merit scholarships each year to senior and graduate students in the School of Nursing, and sponsors other activities to promote relationships among alumni, faculty and students. The Alumni Association and the School jointly publish *The Carrington Quarterly*.

Events

Nursing alumni are invited to return to Chapel Hill each fall for Alumni Weekend sponsored by the School of Nursing Alumni Association. The weekend features an association program and business meeting, awards ceremony, luncheon, continuing education program, and class reunions.

Career Day for seniors is held in the fall semester. The Career Planning and Placement Office invites regional nurse recruiters to campus to discuss future job placements with seniors.

The trustees of the Johnston Awards Program honor James M. Johnston Scholarship recipients at a reception each fall. During the spring, the North Carolina Memorial Hospital Department of Nursing is host to the annual senior banquet. The spring also includes the annual induction ceremony of the School of Nursing's Alpha Alpha Chapter of Sigma Theta Tau.

Early in the spring semester each year, a number of graduate students travel to Washington, D.C., to discuss health-care issues with legislators

and lobbyists and to experience the health-advocacy role nurses can play in influencing policy makers.

Graduate students select a topic and plan the Graduate Student Symposium, held each spring. Students, faculty, and guests participate. The Graduate Student Symposium furthers the professional growth and development of graduate students and stimulates interest in graduate education in nursing.

The Elizabeth L. Kemble Lecture honors the first dean of the School of Nursing for her work in establishing the first collegiate school of nursing in North Carolina and her contributions to nursing and nursing education on national, regional, and state levels.

Parents Weekend is a University-wide event in which the School of Nursing participates.

The School of Nursing holds graduation ceremonies for baccalaureate and master's degree nursing students, who also participate in the University's general commencement.

Resources

Along with faculty members, the administrative staff assists students in a number of ways. The business office handles all fiscal affairs of the School of Nursing including the payroll for graduate students employed as teaching or research assistants. The clinical facilities office helps students access facilities for research and practice.

The dean's office staff includes an affirmative action officer. Program assistants in each department can provide specific departmental information. The public relations and alumni affairs office advises students on promoting student activities and serves as a link with alumni.

Student Services Office

The Student Services Office of the School of Nursing provides a variety of academic and nonacademic services to students, including academic advising and assistance in career planning and placement, as well as information about financial aid, professional liability insurance, honors programs, and campus organizations and services.

Research Support Center

The School's Research Support Center facilitates faculty research by providing assistance in research design, measurement, data preparation and analysis, programming, manuscript preparation, grant proposal writing, and research seminar planning.

Scholarly Support Team

The Scholarly Support Team is an instructional services department that helps faculty and students improve instruction. Staff members have special training in education, learning resources management, instructional media design, and production. Departmental services include helping faculty and students design and develop instructional materials, planning skills learning laboratories, assisting with literature and audiovisual searches, and serving as a liaison with outside instructional resource centers and libraries.

Housing

The University provides residence hall accommodations for approximately 6,800 registered students—undergraduate, graduate, and professional men and women.

The Craige Graduate Center is a coeducational residence hall for graduate students. The graduate center establishes its own social regulations, while providing informal and varied social and academic programs.

Assignments to University housing are made as applications are received. Application for housing does not guarantee assignment. Early application is advised.

For additional information about residence hall accommodations including contract responsibilities, cost, and application procedure, write: Department of University Housing, Contract Office, CB# 5500, Carr Building, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-5500.

The University provides 306 apartments for student family housing: 76 one-bedroom unfurnished apartments, 180 two-bedroom unfurnished apartments, and 50 two-bedroom furnished apartments. The apartments are located in Odum Village, which is one mile south of the center of campus. To be eligible for Student Family Housing, either spouse must be a registered full-time student. For further information about Student Family Housing, write to: Manager, UNC Student Family Housing, CB# 5510, Chapel Hill, NC 27599-5510.

Available housing is competitive in the Chapel Hill area. Tentative arrangements for housing should be made as soon as possible. The Student Consumer Action Union publishes a guide to apartment rentals in the Chapel Hill-Carrboro area. For a copy of this guide, "Southern Part of Heaven," write: Student Consumer Action Union, Suite B, CB# 5210, Carolina Union, Chapel Hill, NC 27599-5210.

University Services

The University offers many services and facilities for all students use.

The Student Health Service provides reasonably priced comprehensive health care for all regularly enrolled students on a prepaid basis. Prevention as well as treatment of illness are prime objectives of the health service.

Students are encouraged to participate in the student insurance plan available through the University. This policy protects students against extraordinary expenses resulting from serious accidents or surgery requiring medical care beyond that provided by the Student Health Service. The low rate is possible because the policy is a group insurance plan. Specific information is given in the *Undergraduate Bulletin*.

Library facilities include the Robert B. House Undergraduate Library, the Walter R. Davis Library, and the Health Sciences Library, which provide more than 1½ million volumes.

The student handbook describes University services in more detail.



Faculty

(*after name denotes graduate appointment.)

Professors

Laurel Archer Copp (1975) Dean*

B.S.N.Ed. (1956) Dakota Wesleyan University; M.N. (1960), Ph.D. (1967) University of Pittsburgh; Certificate (1974) Harvard School of Business, Program in Health Systems Management

Margery A. Duffey (1980)*

B.S. (1949) College of Saint Teresa; M.S. (1954) Case Western Reserve University; Ph.D. (1967) University of Minnesota

Margaret S. Miles (1984)*

Diploma (1958) Mercy Hospital School of Nursing; B.S.N. (1963) Boston College; M.N. (1965) University of Pittsburgh; M.A. (1973), Ph.D. (1976) University of Missouri

Nancy Milio (1976)*

B.S. (1960), M.A. (1965) Wayne State University; Ph.D. (1970) Yale University

Associate Professors

Eleanor M. Browning (1974)*

Certificate (1953) Bluefield College; B.S.N. (1956) Medical College of Virginia; M.S. (1960) Boston University

Barbara Bunker (1974)*

Diploma in Nursing (1963) Creedmore State Hospital; B.S.N. (1967) Adelphi University; M.S.N. (1973) Syracuse University

Margaret E. Campbell (1974)*

B.S.N. (1964), M.S.N. (1969) The University of North Carolina at Chapel Hill

Jo Ann Dalton (1975)*

B.S.N. (1957), M.S.N. (1960) Duke University; Ed.D. (1984) North Carolina State University

- Virginia Gayle Tart Davis (1972)**
B.S.N. (1969), M.S.N. (1972), The University of North Carolina at Chapel Hill
- Mary C. Dowe (1977)***
B.S.N. (1955), M.S. (1961) Emory University; Ed.D. (1973) University of Kentucky
- Laurice Ferris (1972) Director of Continuing Education***
B.S.N. (1957) University of Michigan; M.A. (1964) Columbia University; Certificate (1967) Cardiovascular Nurse Specialist Program, Methodist Hospital, Houston, Texas
- Anne Elizabeth Hopkins Fishel (1965)***
B.S.N. (1962), M.S.N. (1965) The University of North Carolina at Chapel Hill; Ph.D. (1985) The University of North Carolina at Greensboro
- Catherine Ingram Fogel (1968)***
B.S.N. (1963) M.S. (1968) The University of North Carolina at Chapel Hill; Ph.D. (1988) North Carolina State University
- Annette Frauman (1984)***
A.S.N. (1969) Broward Community College; B.S.N. (1973), M.S.N. (1974) University of Florida-Gainesville
- Cynthia Freund (1984) Chairperson-Core Studies***
B.S.N. (1963) Marquette University; M.S.N. (1973), Family Nurse Practitioner Certificate (1974) The University of North Carolina at Chapel Hill; Ph.D. (1981) University of Alabama in Birmingham
- Sandra G. Funk (1977)***
B.A. (1967) University of California, Santa Barbara; M.A. (1972), Ph.D. (1976) The University of North Carolina at Chapel Hill
- Barbara B. Germino (1982)***
B.S.N. (1963), M.S.N. (1967) Duke University; Ph.D. (1984) University of Washington
- Carol Hogue (1986)***
B.S.N. (1956), M.S.N. (1960) Duke University; Ph.D. (1974) The University of North Carolina at Chapel Hill
- Cathee Huber (1973)***
B.S.N. (1964) University of Michigan; M.N. (1966) University of Washington

- Margaret Fredericka Hudson (1973)***
B.S.N. (1963) Duke University; M.Ed. (1969) Michigan State University
- Betty H. Landsberger (1976)***
B.A. (1939) Florida State University; M.A. (1940) University of Michigan; Ph.D. (1951) Cornell University
- Patricia A. Lawrence (1973)***
B.A. (1954) Bates College; M.A. (1960) Columbia Teachers College
- Clara Mixon Lewis (1964)***
B.S. (1952) Winthrop College; M.S. (1954) Ohio State University
- Shirley C. Mason (1973)***
B.S.N. (1957) The University of North Carolina at Chapel Hill; M.S.N. (1966) University of Maryland
- Helen M. Murphy (1975)***
B.S.N. (1956) Mercy College of Detroit; M.S.N. (1968) Wayne State University; M.P.H. (1975) University of Michigan
- Virginia Johnston Neelon (1973)***
B.S.N. (1957) Duke University; M.S.N. (1961) University of California, San Francisco; Ph.D. (1972) Duke University
- Barbara Nettles-Carlson (1973)***
B.S.N. (1970), M.P.H. (1977) The University of North Carolina at Chapel Hill
- Faye Dark Pickard (1968) Director of AHEC Statewide Nursing, and Coordinator of Clinical Facilities***
B.S.N. (1959), M.S. (1968) The University of North Carolina at Chapel Hill
- Susan F. Pierce (1975)***
Diploma in Nursing (1969) Union Hospital School of Nursing; B.S. (1973) Southeastern Massachusetts University; M.S.N. (1975) The University of North Carolina at Chapel Hill
- Barbara Rynerson (1974)***
B.S. (1957), M.S. (1962) University of Oregon; Post-Masters (1965) University of California, San Francisco

Margarete Sandelowski (1986)*

B.S.N. (1969) University of Pennsylvania; M.S.N. (1971) Boston University; Ed.M. (1977) Teachers College, Columbia University; Ph.D. (1982) Case Western Reserve University

Marian Smallegan (1970)*

A.B. (1945) Hope College; M.A. (1947) University of Illinois; Ed.D. (1969) Boston University

Linda Smith (1976)*

B.S.N. (1973), M.S.N. (1975) Duke University; Adult Nurse Practitioner Certificate (1969) Boston University

Ingrid Elizabeth Swenson (1978)*

B.S.N. (1971) University of Maryland; M.P.H. (1973), Dr.P.H. (1976) Johns Hopkins University

Joan Uhl (1987) Associate Dean for Academic Affairs*

B.S. (1973) University of Utah; M.N. (1975) University of Washington; Ph.D. (1984) University of Utah

Priscilla Ulin (1983)*

B.A. (1954) Mount Holyoke College; M.N. (1957) Yale University; M.S. (1971), Ph.D. (1976) University of Massachusetts

Assistant Professors

Barbara Ray Bordeaux (1979)*

B.S. (1973) Duke University; M.S.N. (1975) Virginia Commonwealth University

Mary Thomson Champagne (1982)*

SB.S.N. (1968) San Jose State College; M.S.N. (1975), Ph.D. (1981) University of Texas at Austin

Inge B. Corless (1986) Chairperson-Secondary Care*

Diploma (1958) Bellevue School of Nursing; B.S. (1963) Boston University; M.A. (1967) University of Rhode Island; Ph.D. (1978) Brown University

Diane Holditch Davis (1985)*

B.S.N. (1973) Duke University; M.S. (1980), Ph.D. (1985) University of Connecticut

Judith Forker (1985)*

B.S.N. (1968) Skidmore College; M.S.N. (1970), Ph.D. (1985) New York University

Joanne Harrell (1984)*

B.A. (1963) College of Saint Catherine; B.S.N. (1965) Avila College; M.S.N. (1971) University of Florida-Gainesville; Ph.D. (1984) University of Texas at Austin

Betty G. Harris (1980)*

B.S.N. (1962), M.S.N. (1963) University of Alabama; Ph.D. (1982) North Carolina State University

Lorna Hines Harris (1978)*

B.S.N. (1973) North Carolina Agricultural and Technical State University; M.S. (1976) The University of North Carolina at Chapel Hill

Beverly B. Havens (1982)

B.S. (1964) Syracuse University; M.N. (1976) University of California at Los Angeles; M.P.H. (1982) University of Hawaii

M. E. Bonnie Rogers (1984)*

Diploma (1966) Washington Hospital Center School of Nursing; B.S.N. (1976) George Mason University; M.P.H. (1977), Advanced Study Health Service Administration Certificate (1978), Ph.D. (1985) Johns Hopkins University

Eleanor Taggart (1977)*

B.S.N. (1957) Cornell University; M.S.N. (1970) Case Western Reserve University

Lecturers

Vicki Rosan Hutter (1974)

B.S.N. (1965) Alabama University; M.S. (1967) University of Colorado

Eleanor Joyce Roland (1978)

B.S.N. (1961) Winston-Salem State College; M.S.N. (1977) Seton Hall University

Elizabeth Tornquist (1974)*

B.S. (1954) Duke University; M.A. (1956) University of Chicago

Clinical Associate Professors

Beverly Webster Ferreiro (1978)*

AB.S. (1962) Loma Linda University; M.S. (1967) New York University; Ph.D. (1988) The University of North Carolina at Greensboro

Bonnie J. Friedman (1980)

B.S.N. (1966) San Francisco State College; M.S.N. (1967) University of California at San Francisco; Certificate (1975) Cornell University; M.Ed. (1976) Columbia University

Clara Rae Walters (1972)*

B.S. (1961) Goshen College; M.S. (1974) The University of North Carolina at Chapel Hill

Clinical Assistant Professors

Bonnie Angel (1984)

B.S.N. (1979) The University of North Carolina at Chapel Hill; M.S.N. (1983) Duke University

Eileen M. Conroy (1985)*

B.S.N. (1974) Salve Regina College; M.S.N. (1981) Indiana University School of Nursing

Patricia B. Jackson (1982)

Diploma in Nursing (1951) Mary Hitchcock Memorial Hospital; B.S.N. (1968), M.S.N. (1976), Family Nurse Practitioner Certificate (1976) The University of North Carolina at Chapel Hill; Pediatric Nurse Practitioner Certificate (1980) American Academy of Pediatrics

Carol Lee Johnston (1984)

A.D.N. (1970), B.S.N. (1974) University of South Carolina; M.E.D. (1977) Memphis State University; M.S.N. (1981) University of Tennessee

Jane Kaufman (1984)

B.S.N. (1970), M.S.N. (1971) Ohio State University

Deitra Lowdermilk (1974)*

B.S.N. (1966) East Carolina University; M.Ed. (1974), Ph.D. (1986) The University of North Carolina at Chapel Hill

Mary Ann Matteson (1983)*

B.S.N. (1977) The University of North Carolina at Chapel Hill;
M.S.N. (1978) Duke University; Ph.D. (1987) The University of North
Carolina at Chapel Hill

Jill Ross (1985)

B.S.N. (1971) College of St. Catherine; M.S.N. (1975) University of
Florida-Gainesville

Deborah Thompson (1975)*

B.S.N. (1971), M.S.N. (1975) The University of North Carolina at
Chapel Hill

Shirley Ann Wilson (1978)

B.S.N. (1968) University of Kentucky; M.S.N. (1976) Medical College
of Virginia at Virginia Commonwealth University

Clinical Instructors

Janet G. Baradell (1982)

B.S.N. (1973) University of Southern Mississippi; M.S.N. (1977) Uni-
versity of Mississippi Medical Center

Debra Brandon (1983)*

B.S.N. (1976), M.S.N. (1981) The University of North Carolina at
Chapel Hill

Linda B. Brown (1982)

B.S.N. (1965) University of Rochester; M.S.N. (1981) Duke University

Melinda Calhoon (1983)

B.S.N. (1965) University of Cincinnati; M.S.N. (1981) Duke University

Gloria Ann Evans (1986)*

B.A. (1972) Butler University; FNP Certificate (1974), M.S. (1983),
Ph.D. (1988) The University of North Carolina at Chapel Hill

Suzanne Bower Herman (1985)

B.S.N. (1979) Duke University; M.S.N. (1982), F.N.P. (1982) The Uni-
versity of North Carolina at Chapel Hill

Joellyn L. McCrory (1985)

B.S.N. (1971) University of Delaware; M.S.N. (1979) Marquette
University

Karen Philbrick (1986)

B.S.N. (1977) Indiana University of Pennsylvania; M.P.H. (1980),
M.S.N. (1983) The University of North Carolina at Chapel Hill

Randolph Rasch (1987)

B.S. (1974) Andrews University; M.S.N. (1979) Vanderbilt University;
Ph.D. (1988) University of Texas, Austin

Diana J. Shenkin (1985)

B.S.N. (1979) Fitchburg State College; M.S.N. (1984) The University
of North Carolina at Chapel Hill

Elizabeth C. Wells (1985)

B.S.N. (1970), M.S.N. (1983) Duke University

Research Professor

Margaret Arlene Payne (1980)*

B.S. (1949) Kansas State University; M.S. (1953) Columbia University;
Ph.D. (1963) University of Chicago

Research Assistant Professor

Jean E. Norburn (1980)*

B.S.N. (1968) University of Saskatchewan; M.S.N. (1972) University
of Florida; Ph.D. (1979) Brown University

Professors Emeritae

Katherine B. Nuckolls (1978)

A.B. (1938) University of Michigan; M.N. (1941) Yale University;
M.Sc. (1962), Ph.D. (1970) The University of North Carolina at
Chapel Hill

Mary Walker Randolph (1956)

Diploma in Nursing (1924) Los Angeles County General Hospital;
B.S.N.Ed. (1932) University of Virginia; M.A. (1940) Columbia
University

Marion Staunton Wood (1958)

Diploma in Nursing (1929) Garfield Memorial Hospital, Washington;
B.S. (1939) Ohio State University; M.A. (1955) Columbia University

Associate Professors Emeritae

Audrey Joyce Booth (1968)*

B.S. (1945) Doane College; M.N. (1948) Case Western Reserve University; M.S.N. (1957) The University of North Carolina at Chapel Hill; Certificate (1979) Harvard Business School, Program in Health Systems Management

Rose Geraldine George (1966)

Diploma (1941) Massachusetts Memorial Hospital, Boston; B.S. (1951) Wayne State University; M.S. (1966) The University of North Carolina at Chapel Hill

Bonnie Keaton Hensley (1968)

Diploma in Nursing (1940) Johns Hopkins; B.S.N. (1964) The University of North Carolina at Chapel Hill; M.S.N. (1966) Duke University

Clinical Associate Professor Emerita

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Diploma (1948) Lankenau Hospital; B.S.N.E. (1950) University of Pennsylvania; M.S. (1977) the University of North Carolina at Chapel Hill

Director of Student Services

Neal King Cheek (1979)

B.A. (1964) Wake Forest University; M.A. (1969) University of South Carolina; Ph.D. (1973) The University of North Carolina at Chapel Hill

Adjunct Associate Professors

Joan Mary Ganong (1983)

B.S. (1955) Hunter College; M.S.N. (1959) University of Maryland; Ph.D. (1981) The Fielding Institute

Margaret McLaughlin (1983)

B.S.N. (1937) Washington University; M.A. (1945) Columbia University

Adjunct Assistant Professors

Frankie Brock (1986)

B.S.N. (1967) Lenoir-Rhyne College; M.S.N. (1974) The University of North Carolina at Chapel Hill

Marcia Brooks (1977)

B.S.N. (1957) University of South Carolina; M.S.N. (1974) The University of North Carolina at Chapel Hill

Susan Howell Brunssen (1985)

B.S.N. (1971) University of Maryland; M.S.N. (1977) University of Alabama

Margaret G. Bye (1983)

B.S.N. (1964) Villanova University; M.S.N. (1978) The University of North Carolina at Chapel Hill; Ed.D. (1980) North Carolina State University

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B.S.N. (1950) College of St. Rose; M.S.N. (1973) State University of New York

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B.S.N. (1969) Pennsylvania State University; M.Ed. (1972) Kent State University

Sandra K. Evans (1980)

B.S.N. (1965) Ohio State University

Hettie L. Garland (1977)

B.S.N. (1965) Duke University; Family Nurse Practitioner Certificate (1972), M.P.H. (1984) The University of North Carolina at Chapel Hill

- Martha Henderson** (1982)
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B.A. (1977) The University of North Carolina at Chapel Hill; Law (1981) Duke University
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B.S.N. (1967) Cornell University; M.S.N. (1980) The University of North Carolina at Chapel Hill
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- Cynthia Luke** (1982)
B.S.N. (1962) University of Michigan; M.S.N. (1976) Boston University
- Eleanor McConnell** (1982)
B.S.N. (1976), M.S.N. (1978) Duke University
- Elizabeth Munsat** (1982)
B.A. (1967), B.S. (1972) University of California, Irvine; B.S.N. (1975) The University of North Carolina at Chapel Hill; M.S.N. (1978) Duke University
- Patricia O'Leary** (1982)
B.S.N. (1974) Mercy College of Detroit; M.P.H. (1979) The University of North Carolina at Chapel Hill
- Ruth Oimette** (1987)
B.S.N. (1971) University of Bridhefort; M.S.N. (1975) Yale University
- Janette Jacobs Riordan** (1985)
B.S. (1973), M.S. (1977) University of New York
- Frances Ross** (1978)
B.S.N. (1959) The University of North Carolina at Chapel Hill
- Carol W. Sackett** (1978)
B.S.N. (1961) Duke University; M.P.H. (1974) The University of North Carolina at Chapel Hill

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R.N. (1959) Yale-New Haven Medical Center; B.S.N. (1962) Boston University; M.S. (1976) East Carolina University; Ed.D. (1979) North Carolina State University

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Diploma in Nursing (1965) Charlotte Memorial Hospital School of Nursing

Mary P. Johnson (1982)

B.S.N. (1962); Ohio State University; M.S.N. (1980) Duke University

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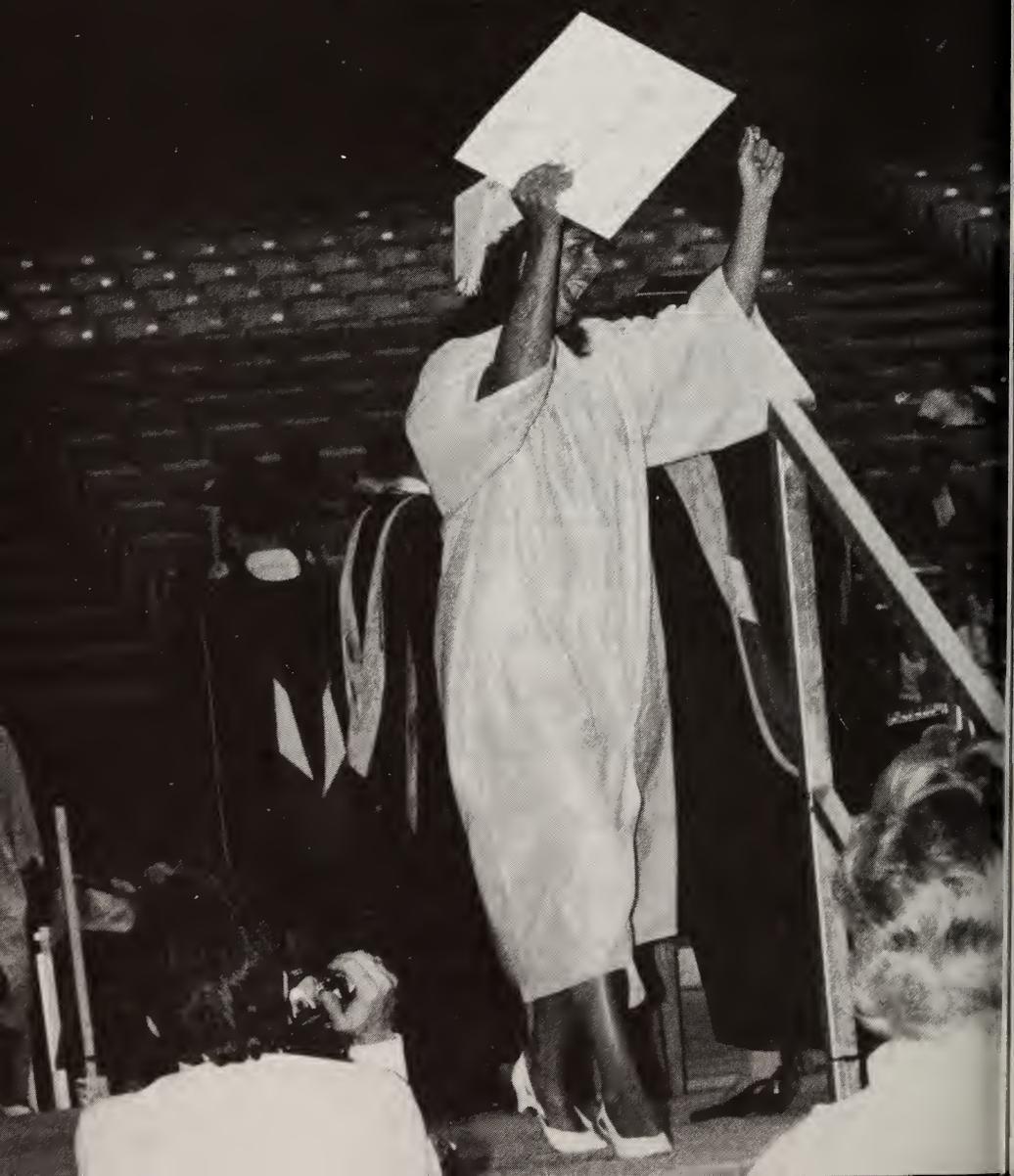
B.S.N. (1976), M.S.N. (1979) University of Tennessee

Barbara Jean Kessler (1982)

Diploma (1973) Cabarrus Memorial Hospital School of Nursing; Family Nurse Practitioner Certificate (1978) The University of North Carolina at Chapel Hill

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- Peggy Norton** (1979)
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B.S.N. (1978) University of New Hampshire
- Jean Spencer** (1984)
Diploma (1950) Memorial Hospital School of Nursing; Flight Nurse Certificate (1952) U.S. Air Force Flight Nurses' School
- Doris C. Sugg** (1985)
Diploma (1970) St. Margaret's Hospital, Pittsburgh
- Karen W. Thomas** (1983)
B.S.N. (1976) Atlantic Christian College; M.S.N. (1980) East Carolina University
- Gale Touger** (1984)
B.S.N. (1974) Duke University; FNP Certificate (1974) The University of North Carolina at Chapel Hill
- Mary Sue Van Dyke-Niles** (1986)
B.S.N. (1980) The University of North Carolina at Greensboro; M.S.N. (1984) The University of North Carolina at Chapel Hill
- Tina M. Vassar** (1985)
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- Chris Winkelman** (1986)
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UNIVERSITY OF NORTH CAROLINA



Officers of Administration

The University of North Carolina Sixteen Constituent Institutions

C. D. SPANGLER, JR., B.S., M.B.A., D.H.L., LL.D., President

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Affairs

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DAVID G. MARTIN, JR., B.A., LL.B., Secretary of the University

RICHARD H. ROBINSON, JR., A.B., LL.B., Assistant to the President

JOHN W. DUNLOP, B.A., Director, The University of North Carolina
Center for Public Television

History of the University

The University of North Carolina is comprised of all the public institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher. The University was authorized by the State Constitution in 1776, and it was chartered in 1789 by the General Assembly.

The University of North Carolina opened its doors to students at Chapel Hill in 1795. Thereafter, beginning in the latter part of the nineteenth century, the General Assembly of North Carolina has established and supported fifteen other public senior institutions in keeping with Article IX, Section 8, of the Constitution of North Carolina which provides that the "General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise."

By 1969 The University of North Carolina included six constituent institutions, governed by a single Board of Trustees. This multicampus University had its beginnings in legislation enacted in 1931 that defined The University of North Carolina to include The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and The University of North Carolina at Greensboro. In the 1960s three additional cam-

puses were added: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

Beginning in 1877, the General Assembly of North Carolina established or acquired ten additional separately governed state-supported senior institutions of higher education. They are: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. Then, in 1971, the General Assembly redefined The University of North Carolina, and under the terms of that legislation all sixteen public senior institutions became constituent institutions of The University of North Carolina.

The constitutionally authorized Board of Trustees of the six-campus University of North Carolina was designated the Board of Governors and this body is by law The University of North Carolina. The Board of Governors consists of thirty-two members elected by the General Assembly, and it is charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." The chief executive officer of the University is the President.

Each constituent institution of the University has its own faculty and student body. The chief administrative officer of each institution is the chancellor, and the chancellors are responsible to the President.

Each constituent institution also has a board of trustees composed of thirteen members: eight elected by the Board of Governors, four appointed by the Governor, and the elected president of the student body *ex officio*. (The School of the Arts has two additional *ex officio* trustees.) The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.

Appendix A

RESIDENCE STATUS FOR TUITION PURPOSES¹

The following sections summarize important aspects of the residency law. A complete explanation of the Statute and the procedures under the Statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. This *Manual* and other information concerning the application of this law are available for inspection in the Admissions Offices of the University. Copies of the *Manual* are also on reserve at the Robert B. House Undergraduate Library. All students are responsible for knowledge of the contents of the Statute and the *Manual*.

Every applicant for admission is required to make a statement as to his or her length of residence in North Carolina. A person who qualifies as a resident for tuition purposes under North Carolina law pays a lower rate of tuition than a nonresident. To qualify for in-state tuition, a legal resident must have been domiciled in North Carolina for at least twelve months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The student must also establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of maintaining a mere temporary residence incident to enrollment in an institution of higher education. "Domicile" means one's permanent dwelling place of indefinite duration, as distinguished from a temporary place of abode; it is synonymous with "legal residence."

Procedural Information

General. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) is classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination of the student's residence prior to matriculation, the student is classified a nonresident for tuition purposes. The institution will thereafter reach a final determination of the student's residence status. Unless a person supplies enough information to allow the admissions officer to classify him or her as a resident for tuition purposes, the person will be classified a nonresident for tuition purposes. A residence classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with a corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic calendar.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is required to be treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence classification for tuition purposes. The residence classification of a student by one institution is not binding on another institution. The North Carolina institutions of higher education will assist each other by supplying residency information and classification records concerning a student to another classifying institution upon request.

The transfer into or admission to a different component of the same institution (e.g., from an undergraduate to a graduate or professional program) is not construed as a transfer from one institution to another and thus does not by itself require a reclassification inquiry unless (1) the affected student requests a reclassification inquiry or (2) the transfer or enrollment occurs following the lapse of more than one quarter, semester, or term during which the individual was not enrolled as a student.

Responsibility of Students and Prospective Students. Any student or prospective student in doubt concerning his or her residence status bears the responsibility for securing a ruling by completing an application for resident status and filing it with the admissions officer. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Office of Admissions of these circumstances in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

¹The information in this section comes from three sources: (i) North Carolina General Statutes, §116-143.1, (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, Revised September 1985, (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

Application Process. A person may obtain an application for resident status from his or her admissions office. Applicants for admission who claim eligibility for the in-state tuition rate customarily complete a two-page residency application as a part of the admissions application packet. Some applicants for admission will thereafter be required to complete a further, four-page, residency application. Enrolled students seeking a change from nonresident to resident status are required to complete a four-page residency application. All applications for resident status must be filed with the proper admissions office before the end of the term for which resident status for tuition purposes is sought. The last day of the final examination period is considered the last day of the term.

After filing a resident status application, a person may receive a letter from his or her admissions office requesting more information in connection with that application. When a student receives such a request before the end of the term for which classification is sought, he or she must respond to that request no later than three weeks after the end of the term. If the student receives the request for supplemental information after the end of the term in question, he or she must supply the requested information within three weeks after receipt of the request. Failure to supply the requested information within the specified time limit will result in a continuation of the student's nonresident classification unless good cause is shown for such failure.

The admissions office may require an applicant for admission to file a residency application, or respond to a request for more information, more quickly when residence status is a factor in the admissions decision.

The pamphlet "Information About Resident Status for Tuition Purposes" contains more details about the residency application process and is available at all admissions offices.

Fraudulent Applications. If a student is classified a resident for tuition purposes after submitting falsified residency information or after knowingly withholding residency information, the student's application for in-state tuition status is fraudulent. The institution may re-examine any application suspected of being fraudulent and, if warranted, will change the student's residence status retroactively to the beginning of the term with respect to which the student originally made the fraudulent application. If this occurs the student must pay the out-of-state tuition differential for all the enrolled terms intervening between the fraudulent application and its discovery. Further, knowing falsification of responses on a resident status application may subject the applicant to disciplinary consequences, including dismissal from the institution.

Burden of Proof and Statutory Prima Facie Evidence. A person has the burden of establishing facts which justify his or her classification as a resident for tuition purposes. The balancing of all the evidence must produce a preponderance of evidence supporting the assertion of in-state residence. Under the Statute proof of resident status is controlled initially by one of two evidentiary beginning points which are stated in terms of prima facie evidence.

- a. Even if the person is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina, this is prima facie evidence that the person is not a legal resident of North Carolina unless he or she has lived in this state the five consecutive years prior to enrolling or re-registering. To overcome this prima facie showing of nonresidence, a person must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.
- b. Conversely, if the person's parents are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the person is a domiciliary of North Carolina. This prima facie showing may also be overcome by other evidence to the contrary. If a person has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Erroneous Notices Concerning Classification. If a student, who has been found to be a nonresident for tuition purposes, receives an erroneous notice from an institutional officer identifying the student as a resident for tuition purposes, the student is not responsible for paying the out-of-state tuition differential for any enrolled term beginning before the classifying institution notifies the student that the prior notice was erroneous.

Grace Period. If a student has been properly classified as a North Carolina resident for tuition purposes and, thereafter, his or her state of legal residence changes while he or she is enrolled in a North Carolina public institution of higher education, the statute provides for a grace period during which the student is allowed to pay tuition at the in-state rate despite the fact that the student is no longer a North Carolina legal resident. This grace period extends for a minimum of twelve months from the date of change in legal residence, and if the twelve-month period ends during a semester or academic term in which the student is enrolled, the grace period extends also to the end of that semester or academic term.

Reacquisition of Resident Tuition Status. The prescribed twelve-month period of legal residence may be shortened if the person seeking to be classified as a resident for tuition purposes was formerly classified a North Carolina resident for tuition purposes, abandoned North Carolina domicile, and reestablished North

Carolina domicile within twelve months after abandoning it. Interested persons should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

Appeals. A student appeal of a classification decision made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the classification decision. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that Committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request of the student, he or she is afforded the opportunity to appear and be heard by the Committee. Any student desiring to appeal a decision of the Residence Status Committee must give notice in writing of that fact, within ten days of receipt by the student of the Committee's decision, to the Chairman of the Residence Status Committee, and the Chairman promptly processes the appeal for transmittal to the State Residence Committee.

It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified a nonresident at the time of tuition billing pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

Application of the Law to Specific Situations

Aliens. Aliens who are permanent residents of the U.S., or who hold a visa which will permit eventual permanent residence in the U.S., are subject to the same considerations with respect to determination of legal residence as citizens. An alien abiding in the U.S. under a visa conditioned at least in part upon intent not to abandon a foreign domicile (B, F, H, and J visas) cannot be classified a resident. An alien abiding in the U.S. under a visa issued for a purpose which is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence (C, D, and M visas) cannot be classified a resident.

Possession of certain other immigration documents may also allow an alien to be considered for in-state tuition status. For more details aliens should consult their admissions offices and the *Manual*. Aliens must file a Residence Status Supplemental Form in addition to the forms normally required of applicants for resident status for tuition purposes.

Married Persons. The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person is precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from establishing or maintaining legal residence in North Carolina. No person is deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of the domicile of his or her spouse are deemed relevant evidence to be considered in ascertaining domiciliary intent.

If a person otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the person's spouse, if the spouse has been a legal resident of the State for the requisite twelve-month period.

Military Personnel. The domicile of a person employed by the Federal government is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile by the usual requirements of residential act plus intent. No person loses his or her in-state resident status solely by serving in the armed forces outside of the State of North Carolina.

Minors. A minor is any person who has not reached the age of eighteen years. The domicile of a minor is presumed under the common law to be that of the father, subject to rebutting evidence. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. If the minor lives for part of the year with each parent, in the absence of a custody award, the minor's domicile is presumed to remain that of the father. These common law presumptions control even if the minor has lived in North Carolina for five years as set forth above in **Burden of Proof and Statutory Prima Facie Evidence**, subsection a.

In determining residence status for tuition purposes, there are three exceptions to the above provisions:

1. If a minor's parents are divorced, separated, or otherwise living apart and one parent is a legal resident of North Carolina, during the time period when that parent is entitled to claim, and does claim, the minor

as a dependent on the North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for tuition purposes, notwithstanding any judicially determined custody award with respect to the minor.

If, immediately prior to his or her eighteenth birthday, a person would have been deemed to be a North Carolina legal resident under this provision but he or she achieves majority before enrolling in an institution of higher education, that person will not lose the benefit of this provision if the following conditions are met:

- a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and
- b. The person must begin enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.

2. If, immediately prior to beginning an enrolled term, the minor has lived in North Carolina for five or more consecutive years in the home of an adult relative (other than a parent) who is a legal resident of North Carolina, and if the adult relative, during those years, has functioned as a de facto guardian of the minor, then the minor is considered a legal resident of North Carolina for tuition purposes. If a minor qualified for resident status for tuition purposes under this provision immediately prior to his or her eighteenth birthday, then, upon becoming eighteen, he or she will be deemed to be a legal resident of North Carolina of at least twelve months' duration.

3. Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents as to enjoy a species of adulthood for legal purposes. If the minor marries or obtains a judicial decree of emancipation under N.C. Gen. Stat. §7A-717, *et seq.*, he or she is emancipated. The consequence, for present purposes, of such emancipation is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile has, in fact, been established.

Prisoners. There are special provisions concerning domicile of prisoners. For more information, persons to whom these provisions may apply should consult the *Manual*.

Property and Taxes. Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.

Students or prospective students who believe that they are entitled to be classified residents for tuition purposes should be aware that the processing of requests and appeals can take a considerable amount of time and that applications for classification should not be delayed until registration, when the number of applications makes accelerated handling impossible.

MILITARY TUITION BENEFIT¹

Certain members of the Armed Services, and their dependent relatives, who are not residents for tuition purposes may become eligible to be charged less than the out-of-state tuition rate under N.C. Gen. Stat. §116-143.3, the military tuition benefit provision. Any person seeking the military tuition benefit must qualify for admission to UNC-CH and must file an application for the benefit with his or her admissions office before the first day of classes of the term for which he or she initially seeks the benefit. To remain eligible to receive the military tuition benefit, he or she must file another application for the benefit before the first day of classes of the first term in which he or she is enrolled in each academic year. The burden of proving eligibility for the military tuition benefit lies with the applicant for the benefit, and the application and all required supporting affidavits must be complete and in proper order before the first day of classes of the term in question. Because of the time involved in securing the necessary affidavits from the appropriate military authorities, prospective applicants for the military tuition benefit are urged to secure application forms from their admissions offices and begin the application process several weeks before the first day of classes of the term for which they seek the benefit.

Eligibility of Members of the Armed Services. Eligible members of the Armed Services pay a rate of tuition computed by applying a statutory formula which is dependent, in part, on the amount of money payable by their Service employer to them or to the institution by reason of their enrollment. Application of the statutory formula yields the following results: if the service member's education is being fully funded

¹The information in this section comes from three sources: (i) North Carolina General Statutes, §116-143.3, (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, Revised September 1985, (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes and Determination of Eligibility for the Special Military Tuition Benefit.

by the Service employer, the amount of tuition owed is equal to out-of-state tuition; if the member's education is not being funded by his or her Service employer, he or she pays an amount equal to in-state tuition; and if the Service employer is providing partial educational funding, the amount of tuition owed depends on the amount of funding contributed by the Service employer.

To be eligible for this military tuition benefit, the individual must

- a. be a member of the United States Air Force, Army, Coast Guard, Marine Corps, Navy, North Carolina National Guard, or a reserve component of one of these services; and
- b. be abiding in North Carolina incident to active military duty which is performed at or from a duty station in North Carolina.

Eligibility of Dependent Relatives of Service Members. If the service member meets the conditions set forth above, his or her dependent relatives may be eligible to pay the in-state tuition rate if they share the service member's North Carolina abode and if they have complied with the requirements of the Selective Service System, if applicable.

If the service member voluntarily ceases to live in North Carolina or is involuntarily absent from the state on military orders (other than absences on routine maneuvers and temporary assignments), he or she is deemed to have moved his or her abode from North Carolina. If a dependent relative of a service member has become eligible for the military tuition benefit and, after the beginning of the term of eligibility, the service member moves his or her abode from North Carolina, the dependent relative will continue to be eligible for the military tuition benefit only for the remainder of that academic year. An academic year runs from the first day of classes of the fall semester through the last day of exams of the following summer session, second term.

For a detailed explanation of the military tuition benefit provision (including an explanation of the formula used to compute the tuition rate for service members), a complete list of categories of persons who are considered "dependent relatives" for purposes of establishing eligibility for the military tuition benefit, and information about the registration requirements of the Selective Service System, applicants should consult *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (as amended September 1985). This *Manual* is available for inspection in the Admissions Offices of the University. Copies of the *Manual* are also on reserve at the Robert B. House Undergraduate Library.

Appeals of Eligibility Determinations of Admissions Officers. A student appeal of an eligibility determination made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the eligibility determination. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that Committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request of the student, he or she is afforded an opportunity to appear and be heard by the Committee.

Any student desiring to appeal a determination of the Residence Status Committee must give notice in writing of that fact to the Chairman of the Residence Status Committee within ten days of receipt by the student of the Committee's decision. The Chairman will promptly process the appeal for transmittal to the State Residence Committee.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

As a general rule, under the federal Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be released from a student's education records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of The University of North Carolina at Chapel Hill.

UNC-CH will disclose personally identifiable information from education records, without the student's prior written consent, to officials of another school or school system in which the student seeks or intends to enroll.

UNC-CH also makes public certain information that has been designated as "directory information": the student's name, address, telephone listing, date and place of birth, major field of study, class, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Examples of ways in which some of this information is made public include: names of students who receive honors and awards, who make the Dean's List, who hold offices, or who are members of athletic

teams. The annual commencement program publishes the names of degree recipients. The University also publishes the *Campus Directory* annually, and some professional and graduate student groups publish directories of students in their departments or schools.

Students who do not wish to have any or all "directory information" made public without their prior consent, must send the Office of the University Registrar (105 Hanes Hall, The University of North Carolina at Chapel Hill) a signed and dated notice specifying items that are not to be published. To ensure that a listing for the student will not appear in the *Campus Directory*, this notice must be received by the Office of the University Registrar by the end of the registration period for the semester or session of first enrollment or, after an absence, of reenrollment. Such a notice will be honored until the student graduates, ceases to attend, or withdraws from the University unless the student notifies the Office of the University Registrar to the contrary in writing.

Students also have the right to inspect their "education records" as defined in the FERPA regulations. They may not inspect financial records and statements of their parents; confidential letters of recommendation placed in their education records before January 1, 1975 (with some exceptions); or confidential letters of recommendation placed in their education records after January 1, 1975, if they have waived their rights to inspect and review such letters.

A student who believes that information in his or her education records is inaccurate or misleading or violates his or her privacy or other rights may request that the institution amend the records, and if the request is denied, he or she has the right to a hearing. If, after the hearing, the institution decides that the information is not inaccurate, misleading, or violative of privacy or other rights, the student has a right to place a statement in those records commenting on the information in question or giving the student's reasons for disagreeing with the institutional decision. The student may also place such a statement in his or her records in lieu of requesting a hearing. Complaints alleging violations of FERPA rights may also be filed with the U.S. Department of Education.

Questions about FERPA should be addressed to the Legal Adviser to the Special Assistant to the Chancellor, 01 South Building. The text of FERPA and its regulations and the University's FERPA policy are also available for inspection in 01 South Building.

FIREARMS AND OTHER WEAPONS

The possession of any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, explosive, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, or any other weapons of like kind upon any University campus or in any University owned or operated facility is unlawful and contrary to University policy. Violation of this prohibition is a misdemeanor punishable by a fine not to exceed \$500 and/or six months' imprisonment, and may constitute a violation of the Campus Code.

IMMUNIZATION REQUIREMENT

Effective July 1, 1986, North Carolina State law requires that no person shall attend a college or university in North Carolina unless a certificate of immunization indicating that the person has received the immunizations required by the law is presented to the college or university on or before the first day of matriculation. Students enrolled at UNC-CH on July 1, 1986 are exempt from this requirement.

If the UNC-CH Medical History Form containing the certificate of immunization is not in the possession of the UNC-CH Student Health Service ten (10) days prior to the registration date, the University shall present a notice of deficiency to the person. The person shall have 30 calendar days from the first day of attendance to obtain the required immunizations. Those persons who have not complied with the immunization requirements by the end of 30 calendar days will be *administratively withdrawn* from the University.

Drug Policy

Students, faculty members, administrators, and other employees of The University of North Carolina at Chapel Hill are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member

of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by The University of North Carolina at Chapel Hill. Disciplinary proceedings against a student, faculty member, administrator, or other employee will be initiated when the alleged conduct is deemed to affect the interests of The University of North Carolina at Chapel Hill.

Penalties will be imposed for violation of the policies of The University of North Carolina at Chapel Hill only in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees. The penalties that may be imposed range from written warnings with probationary status to expulsions from enrollment and discharges from employment.

Every student, faculty member, administrator, and other employee of The University of North Carolina at Chapel Hill is responsible for being familiar with and complying with the terms of the policy on illegal drugs adopted by the Board of Trustees. Copies of the full text of that policy are available in the Office of the Assistant to the Chancellor.

Appendix B

Addresses

Office of Undergraduate Admissions
The University of North Carolina at Chapel Hill
CB# 2200, Monogram Building
Chapel Hill, NC 27599-2200
(919) 966-3621

The Graduate School
The University of North Carolina at Chapel Hill
CB# 4010, 200 Bynum Hall
Chapel Hill, NC 27599-4010
(919) 966-2611

Student Aid Office
The University of North Carolina at Chapel Hill
CB# 2300, 300 Vance Hall
Chapel Hill, NC 27599-2300
(919) 962-8396

Department of University Housing
The University of North Carolina at Chapel Hill
CB# 5500, Carr Building
Chapel Hill, NC 27599-5500
(919) 962-5101

Student Services
School of Nursing
The University of North Carolina at Chapel Hill
CB# 7460, Carrington Hall
Chapel Hill, NC 27599-7460
(919) 966-4260

Continuing Education Program
School of Nursing
The University of North Carolina at Chapel Hill
CB# 7460, Carrington Hall
Chapel Hill, NC 27599-7460
(919) 966-3638

Appendix C

University Calendar 1988-1989

SUMMER SESSION, 1988

First Term

May 16, Monday	Registration.
May 17, Tuesday	First day of classes.
May 18, Wednesday	Last day for late registration.
May 23, Monday	Last day to drop a course for credit on student's financial account.
May 30, Monday	Holiday, Memorial Day.
June 3, Friday	Last day to drop courses (undergraduates).
June 6, Monday	Last day to withdraw for credit on student's financial account.
June 10, Friday	Last day to drop courses (graduates).
June 17, Friday	Last day of classes.
June 20-21, Monday-Tuesday	Final examinations.

Second Term

June 23, Thursday	Registration.
June 24, Friday	First day of classes.
June 27, Monday	Last day for late registration.
June 30, Thursday	Last day to drop a course for credit on student's financial account.
July 4, Monday	Holiday, Independence Day.
July 13, Wednesday	Last day to drop courses (undergraduates).
July 14, Thursday	Last day to withdraw for credit on student's financial account.
July 20, Wednesday	Last day to drop courses (graduates).
July 27, Wednesday	Last day of classes.
July 28-29, Thursday-Friday	Final examinations.

FALL SEMESTER, 1988

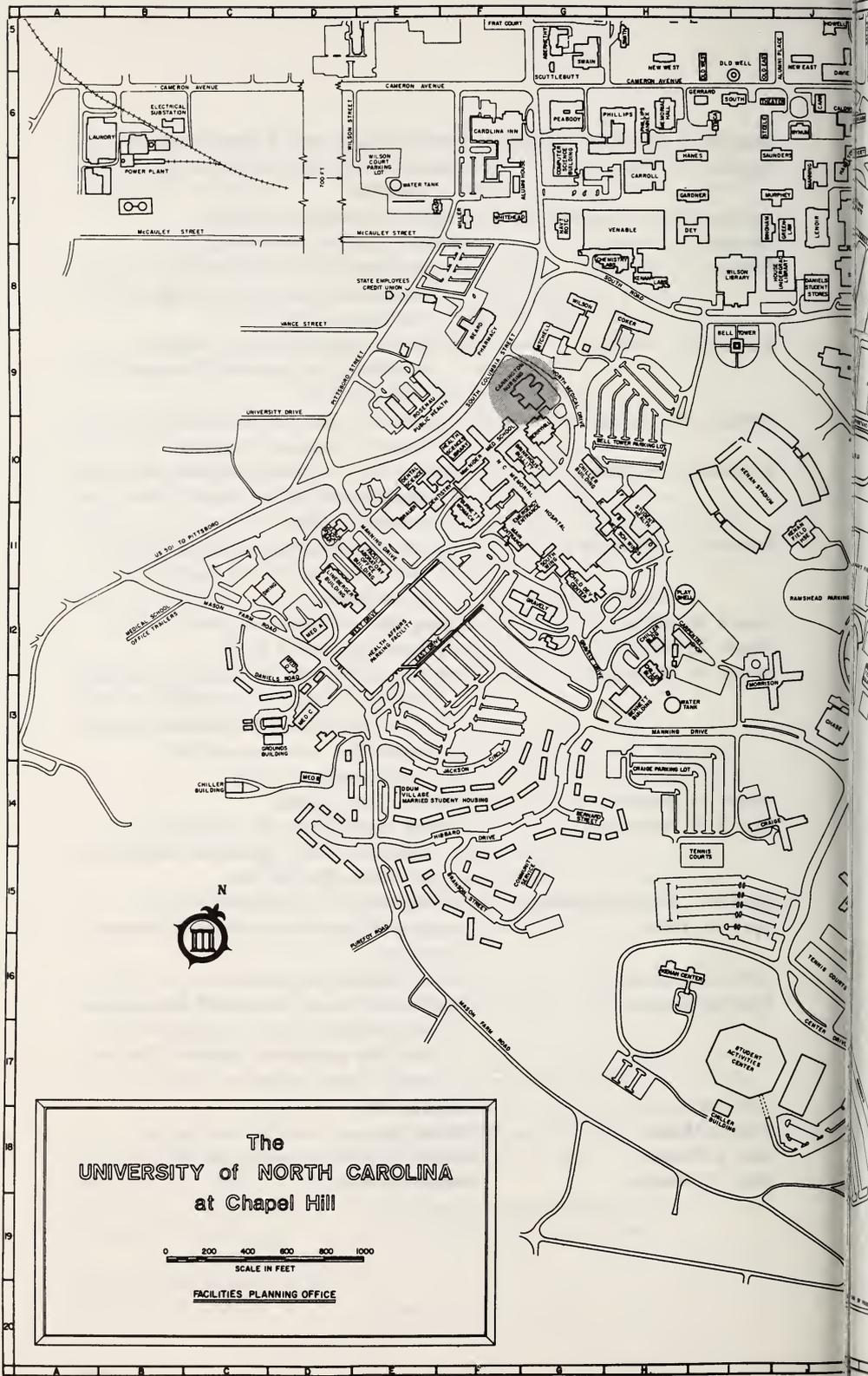
August 24, Wednesday	Fall semester opens.
August 27, Saturday	Residence halls open for freshmen and undergraduate transfer students.
August 28, Sunday	Orientation of all new freshmen and undergraduate transfer students according to schedule to be announced.
August 29, Monday	Residence halls open for returning students.

August 29-31, Monday- Wednesday	Registration according to schedule to be announced.
September 1, Thursday	Classes begin for all students. Late registration begins. Fee charged for late registration.
September 5, Monday	Holiday, Labor Day.
September 8, Thursday	End of late registration and change in schedules. No registration accepted after this date.
September 15, Thursday	Last day to drop a course for credit on student's financial account.
October 6, Thursday	Fall Recess—Instruction ends 5 P.M.
October 11, Tuesday	Instruction resumes 8 A.M.
October 12, Wednesday	Holiday, University Day.
October 12, Wednesday	Progress Reports for freshmen due.
October 13, Thursday	Last day for dropping courses (undergraduates) and last day for Pass/Fail declarations.
October 14, Friday	Last day for both undergraduates and graduates to file for degree to be awarded in December.
October 31-November 4 Monday-Friday	Pre-registration for Spring Semester.
November 2, Wednesday	Last day to withdraw for credit on student's financial account. Last day to withdraw without the semester being counted as a term in residence (undergraduates only).
November 12, Saturday	Written examinations for master's candidates for December graduation may not be taken after this date.
November 23, Wednesday	Thanksgiving Recess—Instruction ends at 1 P.M.
November 28, Monday	Instruction resumes 8 A.M.
November 30, Wednesday	Last day for graduate students to drop a course.
December 2, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the December graduation must be filed in the Graduate School by this date.
December 9	Fall Semester classes end.
December 12, Monday	Reading day.
December 13, Tuesday	Fall Semester examinations begin.
December 21, Wednesday	Fall Semester examinations end.

SPRING SEMESTER, 1989

January 11, Wednesday	Spring Semester opens.
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January 11 (noon), Wednesday	Residence halls open for new students.
January 12, Thursday	Residence halls open for returning students.
January 12-13, Thursday-Friday	Registration/schedule changes.
January 16, Monday	Holiday, Martin Luther King, Jr.
January 17, Tuesday	Classes begin for all students. Late registration begins. Fee charged for late registration.
January 23, Monday	End of late registration and change in schedules. No registration accepted after this date.
January 30, Monday	Last day to drop a course for credit on student's financial account.
February 8, Wednesday	Last day for both undergraduates and graduates to file for degree to be awarded in May.
February 27, Monday	Last day for dropping courses (undergraduates) and last day for Pass/Fail declarations.
March 10, Friday	Spring Recess—Instruction ends 5 P.M.
March 20, Monday	Instruction resumes 8 A.M.
March 20, Monday	Last day to withdraw for credit on student's financial account. Last day to withdraw without the semester being counted as a term in residence (undergraduates only).
March 24, Friday	Holiday, Good Friday.
March 25, Saturday	Written examinations for master's candidates for May graduation may not be taken after this date.
April 3-7, Monday-Friday	Pre-registration for summer and fall.
April 14, Friday	Last day for graduate students to drop a course.
April 27, Thursday	Spring Semester classes end.
April 28, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the May graduation must be filed in the Graduate School by this date.
April 28, Friday	Reading day.
May 1, Monday	Spring Semester examinations begin.
May 9, Tuesday	Spring Semester examinations end.
May 14, Sunday	Commencement.



The
 UNIVERSITY of NORTH CAROLINA
 at Chapel Hill



FACILITIES PLANNING OFFICE

