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Record of

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The University of North Carolina  
at Chapel Hill

School of Nursing  
1986-1987

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**Published by**  
**The University of North Carolina at Chapel Hill**  
**Chapel Hill, N.C.**

*Issued 16 times a year as follows: 1 in August, 2 in December, 3 in January, 2 in February, 3 in March, 3 in April, 1 in May, and 1 in June*

*Pub. No. 651960*

*Second-class postage paid at Chapel Hill, NC 27514*

*Send All Undeliverable Copies and Changes of Address to The School of Nursing,  
The University of North Carolina at Chapel Hill, Chapel Hill, NC 27514*

4,000 copies of this public document were printed at a cost of \$4,540,65, \$1.14 per copy

APRIL 1986

Number 989

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

The One Hundred and  
Ninety-Second Session

**School of Nursing**

Announcements for the Session  
1986-1987

# Officers of Administration

## The University of North Carolina Sixteen Constituent Institutions

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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 campuses 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.

# Officers of Administration

## The University of North Carolina at Chapel Hill

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TOM S. MIYA, M.S., Ph.D., Dean, School of Pharmacy  
MICHEL A. IBRAHIM, M.D., M.P.H., Ph.D., Dean, School of Public  
Health

1. Effective December 3, 1984.

2. Resigned December, 31, 1984.

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## 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 go to clinical settings ranging from public health departments to clinics for migrant workers, home care, student health services, nursing homes, small community hospitals and large teaching and referral hospitals. They 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 are contributing 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

AUDREY JOYCE BOOTH, M.S.N., Director of Development

MARGERY DUFFEY, Ph.D., Director of Special Projects

JANET TYSINGER, Administrative Assistant

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

PRISCILLA R. ULIN, Ph.D., Chair, Primary Care

SUSAN F. PIERCE, M.S., Chair, Secondary 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

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, and 1978.

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 was accredited in 1961 and reaccredited in 1970 and 1978.

In 1964, the School established a continuing education program that offers registered nurses an opportunity for continued learning in many aspects of nursing care, supervision and teaching, as well as broader per-

spectives on health care. The program was accredited by the American Nurses' Association in 1978 and 1982.

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.

When the School of Nursing opened in 1951, Mrs. Elizabeth Scott Carrington of Burlington was asked by the Medical Foundation of North Carolina to chair the new school's advisory committee. Mrs. Carrington, a nurse, sister of a former governor of North Carolina, with deep interest in nursing and a desire for quality services to the people of North Carolina, was the logical choice to head the team.

Dr. Frances Hill Fox of Durham, Mrs. W.G. Ragsdale, Jr., of Jamestown, Miss Ruth Wilson of Raleigh, and Mrs. Nathan Ayers of Greensboro also became members of the committee. In the 1950s, public relations and recruitment were especially crucial since this was the first baccalaureate program in nursing in the state. Advisory committee members were helpful in promoting the program around the state and in encouraging communities in initiating scholarships for residents to attend the School.

It was Elizabeth Scott Carrington's explanation of the need for scholarships for nurses that led James M. Johnston to bequeath a sizeable fund to the University for the Johnston Scholarship Fund. One-third of the total endowment is designated for nursing and supports dozens of students in the undergraduate, graduate, and continuing education programs. The George and Elizabeth Carrington Fund endowment provided by the late Dr. George Carrington has been used for many dimensions of faculty development and enrichment.

As enrollment increased, more classroom and office space was needed. The dream was a new building to provide space for present and future needs. Members of the advisory committee contributed the money to hire an architect to draw up plans and campaigned for support for funding from the state and federal governments. The new building became a reality when the School moved into Carrington Hall in 1970, named in appreciation of the many efforts of Elizabeth Scott Carrington. In 1983, the University recognized Mrs. Carrington's contributions to nursing by awarding her an honorary doctorate as well as the prestigious University Award. The recognition was the first for a nurse in this state.

In the early years of its existence, 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 was based on information from numerous University, state, regional, and national reports detailing needs in health care and recommending new emphases in higher education for health professionals. With these revisions, the School's organizational structure was changed to create three departments—core studies, primary care, and secondary care—which span both the undergraduate and graduate programs. Many faculty members teach both undergraduate and graduate courses, as well as continuing education courses.

The School of Nursing's enrollment and faculty have increased dramatically over the years. The first class consisted of 16 students who were taught by six faculty members. Today, more than 150 baccalaureate students and 40 master's students are admitted each fall, and there are 75 faculty members.

To promote the School and establish closer ties between the School and its alumni and friends, a joint publication of the School and its alumni association, *The Carrington Quarterly*, was established in 1979 and is distributed to nearly 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. Previously, the Medical Foundation managed the School's gift accounts for more than 25 years. 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 seek to reflect the changing health problems of society and provide students with the tools to deal with those problems effectively. Faculty members seek to employ flexible approaches to provide appropriate educational opportunities for individual learners and to meet the needs of 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.

In the faculty's view, the goal of nursing is the promotion of health as well as care of the sick through the containment of disability and discomfort. Nurses engage in preventive, curative, and rehabilitative care to assist people to achieve their maximum level of health. The faculty believes that efforts directed toward the early detection of illness, treatment, and rehabilitation have a significant impact on the level of wellness of individuals and families. The faculty also believes that the promotion of health is broader than individual health services, and that efforts directed toward maintenance of health and prevention have the greatest impact on 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.

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

Nursing education is fostered by an environment in which ideas, research, and theoretical approaches to contemporary health problems are valued and tested. In providing this environment, The University of North Carolina at Chapel Hill makes it possible for 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 brought to the attention of 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 325 students are enrolled in the undergraduate curriculum, of whom about 15 are registered nurses. Approximately 95 students are enrolled in the graduate program.

Nearly 3,000 students have received baccalaureate degrees from the School of Nursing and more than 400 graduate students have completed the programs of study at the master's level. Many of these nurses are engaged in 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 participants.

The University enrolled 22,021 students in 1985-1986.

## 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 for the purposes of integrating and correlating 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 used cooperatively to provide students with a broad general education as well as preparation in professional nursing. Students may take advantage of the resources offered by the Health Services Research Center, the Carolina Population Center, the Division for Disorders of 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 for use by 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 Dec. 3, 1955, and accreditation of the graduate program Dec. 9, 1961. Both programs were reaccredited in 1970 and again in 1978.

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 on April 4, 1978, and reaccredited the program in March 1982.

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
- diagnostic and treatment centers
- long-term care facilities
- ambulatory care clinics and offices
- well patient settings.

*Because of the broad scope of clinical facilities and locations, it is necessary for both undergraduate and graduate nursing students to have access to a car.*

## Area Health Education Centers

The North Carolina Area Health Education Centers (AHEC) Program exists as a partnership between four university health science centers and nine AHECs, regional education and training centers. The School of Nursing values participation between educational programs and training sites.

School of Nursing faculty respond to requests from AHECs for teaching continuing education courses, preparing educational materials, and providing consultation and technical assistance. 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.

# School of Nursing Curricula

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The theme of both undergraduate and graduate curricula is "Toward Health Improvement." This integrating focus reflects 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 deal with contemporary health problems in population groups as well as individuals. It draws attention to the need to promote health while preventing and caring for illness.

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

Within this overall conceptual framework, 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; the emphasis is on obtaining the knowledge and skills 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 serve as beginning leaders in community settings as well as 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 in-depth knowledge of the scope of contemporary health problems, health improvement interventions in primary or secondary care, and broader health improvement strategies. Students build upon this base of 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 emphasis of the curriculum is on advanced clinical practice and leadership roles in either community or institutional settings.



## Core Studies

The Core Studies Department is responsible for those courses that provide students with a common frame of reference and a foundation for providing personal health services. Contemporary health problems of population groups and the impact of health and nursing services and policies for improving health are explored. The department also is responsible for a series of research courses, which are an important foundation for nursing practice in primary care and secondary care, and for a series of management and education courses.

### Faculty

Cynthia Freund (Chair), Eileen Conroy, Mary Dowe, Laurice Ferris, Sandra Funk, Rosan Hutter, Jean Kincaide, Betty Landsberger, Clara Lewis, Nancy Milio, Helen Murphy, Arlene Payne, Bonnie Rogers, Ingrid Swenson, Elizabeth Tornquist, Gwen Waddell.

## 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 training. The common denominator is nursing service to clients in the community, both in the home and in ambulatory health care settings.

### Faculty

Priscilla Ulin (Chair), Joan DiNapoli, Mary Lyn Field, Catherine Fogel, Annette Frauman, Bonnie Friedman, Judith Forker, Lorna Harris, Marcia Heggan, Margaret Hudson, Patricia Jackson, Patricia Lawrence, Shirley Mason, Janet Morton, Barbara Nettles-Carlson, Judith Rahm, Judith Roberts, Barbara Rynerson, Diane Shenkin, Marian Smallegan, Linda Smith, Shirley Walker, Clara Walters.

## Secondary Care

The Department of Secondary Care is responsible for those nursing courses that address the management of clients whose health problems are intensive and complicated. These courses focus on providing, organizing, and evaluating comprehensive nursing care of clients with acute and/or chronic illnesses.

### Faculty

Susan Pierce (Chair), Bonnie Angel, Janet Baradell, Barbara Bordeaux, Debra Brandon, Linda Brown, Eleanor Browning, Barbara Bunker, Melinda Calhoon, Margaret Campbell, Mary Champagne, Jo Ann Dalton, Joanne Damon, Diane Davis, Gayle Davis, Margery Duffey, Carol Durham, Beverly Ferreiro, Anne Fishel, Cynthia Garrett, Barbara Germino, Joanne Harrell, Betty Harris, Beverly Havens, Suzanne Herman, Carol Lee Johnston, Jane Kaufman, Deitra Lowdermilk, Carolyn McCain, Mary Ann Matteson, Joellyn McCroy, Margaret Miles, Virginia Neelon, Susan Parker, Kim Phillips, Faye Pickard, Cheryl Reese, Joyce Roland, Jill Ross, Eleanor Taggart, Deborah Thompson, Inez Tuck, Elizabeth Wells, Shirley Wilson.



# The Bachelor of Science in Nursing Curriculum

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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 in the School of Nursing. The program of study is designed to provide well-organized learning experiences enabling students to acquire the necessary knowledge, skill, and understanding to function effectively in all areas of nursing.

## The Graduate of the Baccalaureate Program

The baccalaureate graduate is a practitioner of nursing whose knowledge and skills are those of a generalist. This nurse is prepared to provide a variety of health and health-related services for both the sick and well, in both primary and secondary health care settings: clinics, public health departments, community medical practices, hospitals, nursing homes, convalescent centers, and the client's home. To provide services, the nurse needs a broad understanding of the scope and nature of contemporary health problems and what promotes health in individuals and among community populations. By progressing through a curriculum with the following objectives, the holder of a Bachelor of Science in Nursing degree is prepared to:

1. understand the problems of contemporary health and illness;
2. participate in assessing health problems in primary and secondary care settings;
3. collaborate appropriately with other professionals in promoting optimal health;
4. apply nursing interventions that constitute personal health services; and
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 to become a Registered Nurse.

# 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 entirely by the Office of Undergraduate Admissions, but applicants may also request an interview in the School of Nursing. In the selection of students, consideration is given to 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 1988 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, it is recommended that prospective students complete at least two course units in one foreign language, and that they 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 into the nursing curriculum at the junior level. Enrollment at the junior level is limited, and students are accepted on a competitive basis.

**Application Fee:** A nonrefundable application fee of twenty-five dollars (\$25.00) is required to accompany each application for admission to the University.

**Initial Tuition Deposit:** Each applicant for admission who is accepted by the institution is required to remit to the institution an advance deposit of \$25.00 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 to the School of Nursing for admission at the junior level.

Each applicant is required to 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 q.p.a. on all prerequisite work. 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 in order 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 begin application procedures 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**

Graduates of accredited diploma and associate degree programs are encouraged to investigate the baccalaureate program offered by the School of Nursing. The registered nurse applicant must successfully complete the general education requirements as noted on pages 21 and 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 attempted and be eligible to return to all previously attended institutions.

The registered nurse applicant also must present evidence of current state licensure. For legal reasons, North Carolina licensure is required in order for students to have laboratory practice in clinical facilities. (For information on how to obtain 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.

The movement of the registered nurse student through the baccalaureate curriculum is designed to eliminate as many redundant experiences as possible. The registered nurse students take a series of alternate form nursing courses (11 credits) that build on the knowledge and skills expected from an associate degree or diploma program. Successful completion of these courses provides validation that the student has attained the expected knowledge and skills in nursing, and the student then is awarded 34 credits toward the degree requirements for the major in nursing.

Applicants are admitted for both full-time and part-time study.

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

Registered nurses wishing information concerning part-time work while attending school are advised to write to the Chairman of the Department of Nursing, North Carolina Memorial Hospital, Chapel Hill, North Carolina 27514.

## **Financial Information**

Interest in financial aid should be indicated when the student applies for admission to the University. Appropriate application and need assessment forms will be forwarded from the Student Aid Office. Students are also encouraged to seek assistance offered through their local communities and to apply for scholarships available from sources outside the University.

Nursing students who need financial assistance 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 for nursing students. Johnston Scholarships are available to prenursing students entering as freshmen to the University, transfer students enrolling in the School of Nursing as juniors, or registered nurses seeking the baccalaureate degree at The University of North Carolina at Chapel Hill. The Johnston Awards in Nursing are based on financial need and administered through the Student Aid Office. Further information on the James M. Johnston Scholarships and Awards in Nursing Education and other financial aid monies may be obtained by contacting 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 who are working toward 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. Afrecan 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 Scholarship  
 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	\$480.00	\$120.00
Fees	314.00	53.35
Books and Supplies	375.00	100.00
Field Training Fees	188.00	—
Skills Laboratory Fees	70.00	15.00
Uniforms	150.00	—
Room and Board	2,755.00	467.00
Personal Expenses	<u>700.00</u>	<u>105.00</u>
Total for North Carolina resident	\$5,032.00	\$860.35
Nonresident tuition differential	<u>2,920.00</u>	<u>730.00</u>
Total for nonresident	\$7,952.00	\$1,590.35

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 courses<sup>1</sup> which 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)	28

<sup>1</sup>Excluding Physical Education courses.

Physiology 92 (Introduction to Physiology)	
Microbiology 55 (Elementary Pathogenic Microbiology) or Microbiology 51 (Elementary Bacteriology)	
Social Sciences Perspective	6
(two courses—one from each of two different departments)	
one course in sociology or anthropology	
one course in economics, political science, sociology, or anthropology	
Western Historical and	6
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	
Aesthetic Perspective	6
(two courses)	
one course in literature	
one course in the fine arts	
Philosophical Perspective	3
(one course)	
Foreign Language Skills	6 or 9
(three courses)	
A foreign language through course 3 <sup>2</sup>	
Physical Education	(2)
(two activity courses)	
	<hr/>
Total	67-70

<sup>2</sup>In 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.

Students are admitted to the undergraduate curriculum at the junior level. The first courses in the baccalaureate nursing program 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.

### **Completion of Lower Division Requirements**

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

A student may enroll in the School of Nursing, however, before completing 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 is derived from the School's theme, "Toward Health Improvement." The curriculum is divided into three components: The 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, including growth and development, nutrition, altered physiology, and pharmacology, which are basic to nursing practice, are included in this component. 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.* Lewis.
- 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.* Neelon.
- 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 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 90**      **Advanced Concepts for Nursing Practice**      3 credits  
Prerequisite, Nursing 82. Selected concepts relevant to the health status of individuals, families, and communities are analyzed and applied within the context of the nursing process. Nursing theories are explored as frameworks for organizing nursing practice. *Summer.* Campbell.

**Nursing Care of Patients with Common Health Problems**, a series of three courses (NURS 92, NURS 94, NURS 96), presents a theoretical basis for providing direct nursing care to clients with frequently occurring illnesses. The nursing process is used as the framework for integrating all aspects of patient care (pharmacology, diet therapy, physical, and psychosocial care.) Caring for clients in all age groups and in all stages of health and illness is covered in all three courses.

**NURS 92**      **Nursing Care of Common Health Problems "A"**      5 credits  
Prerequisites, Nursing 50 and Nursing 53. The pathophysiology, manifestations, and nursing care of frequently occurring illness. Disorders from the following categories (body systems) are included: mental health/mental illness; hematologic problems; cardiovascular problems; and respiratory problems. Emphasis is on the synthesis of medical and nursing knowledge through the use of the nursing process. *Fall, Spring.* Reese, Durham.

**NURS 94**      **Nursing Care of Common Health Problems "B"**      5 credits  
Prerequisites, Nursing 50 and Nursing 53. The pathophysiology, manifestations, and nursing care of frequently occurring illness. Disorders from the following categories (body systems) are included: childbearing; gynecological conditions; sexual dysfunction; genitourinary problems; renal problems; gastrointestinal problems; and neurosensory/muscular health problems. Emphasis is on the synthesis of medical and nursing knowledge through the use of the nursing process. *Fall, Spring.* Lawrence.



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.* McCain.

**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.





- 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.* Rogers.
- 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. *Spring.* Rogers.
- NURS 66      Professional Nursing and the Modern  
 Health System I** 3 credits  
 Prerequisites, Nursing 55 (or Nursing 56 and Nursing 58). 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. *Fall.* Harris, Hutter.
- NURS 68      Professional Nursing and the Modern  
 Health System II** 3 credits  
 Prerequisite, Nursing 66. Decision-making, management, and promotion of change at the intra- and inter-organizational levels for effective health care delivery. *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. *Spring.* Harrell.

## 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, Special Problems** 2-6 credits  
**NURS 114** 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 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. Matteson.



## Course Sequence

Nursing courses ordinarily are completed in the following sequence:

<b>Junior Year</b>		<b>Senior Year</b>	
2nd Summer Session		2nd Summer Session	
NURS 50	3 credits	NURS 90	3 credits
Elective if needed	2-3	Elective, if needed	2-3
Fall		Fall	
NURS 53	4	NURS 66	3
NURS 54	3	NURS 92 or 94*	5
NURS 56	2	NURS 76	3
NURS 60	3	and	
NURS 62	3	NURS 78	5
		or	
		NURS 84**	6
Spring		Spring	
NURS 58	2	NURS 68	3
NURS 80	2	NURS 96	4
NURS 82	5	NURS 76	3
NURS 92 or 94*	5	and	
		NURS 78	5
		or	
		NURS 84**	6

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

2nd Summer Session			
NURS 55	3 credits		
NURS 69	3		
Fall		Spring	
NURS 54	3	NURS 67	2
NURS 64	3	NURS 68	3
NURS 65	3	NURS 76	3
NURS 66	3	NURS 78	5
Elective (if needed)	3	Elective (if needed)	3

\*Students are divided into two groups; one group takes NURS 92 first, the other group takes NURS 94 first.

\*\*One group of students takes the Primary Care theory and clinical courses in the fall and a Secondary Care clinical course in the spring; for a second group, the order is reversed.

## Undergraduate Honors Program

The School of Nursing honors program is designed to recognize 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.

<b>NURS 97</b>	<b>Honors Study in Nursing</b>	6 credits
<b>NURS 98</b>	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 are presented 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 are also 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, it is necessary for undergraduate nursing students to have access to an automobile. A student without an automobile may carpool with classmates to secondary care clinical sites. One does, however, need access to an automobile when enrolled in Nursing 78 to make visits to clients' homes. The field training fee is used in part to reimburse students for mileage during clinical experiences.

Information about the North Carolina requirements for automobile liability insurance, vehicle registration, and operator's license may be obtained by writing to the North Carolina Department of Motor Vehicles, Raleigh, North Carolina 27602. Students and/or parents are responsible for maintenance of appropriate insurance coverage. Some insurance companies may consider such driving as "business driving."



# The Master of Science in Nursing Curriculum

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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 designate 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 persons with a B.A. or B.S. degree who have completed a diploma or associate degree program in nursing. Students are expected to have successfully completed an undergraduate statistics course and an undergraduate research methods course before enrolling in the first graduate research course.

All questions regarding 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 in order for students to have laboratory placement in clinical facilities.

(For information on how to obtain 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 reflecting 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 aptitude tests of the Graduate Record Examination. Applicants should take these tests well in advance of 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 previous work experience as a registered nurse of one year's duration.
8. A personal interview (may be required). Scheduling of the interview will be initiated by the School of Nursing upon receipt of all written materials.
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 exams. 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.

When completing the application, applicants should indicate which area of concentration, Primary Care or Secondary Care, they are applying for and indicate 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 either fall, spring, or summer. We encourage all applicants to complete the application as soon as possible. The admissions committee acts on 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 1985-1986 are as follows:

### Per Semester

	<b>Tuition</b>	<b>Fees</b>	<b>Total</b>
N.C. Resident	\$ 240.00	\$155.00	\$ 395.00
Nonresident	\$1,700.00	\$155.00	\$1,855.00

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

	<b>Tuition</b>	<b>Fees</b>	<b>Total</b>
N.C. Resident	\$120.00	\$155.00	\$275.00
Nonresident	\$850.00	\$155.00	\$1,005.00

## Financial Aid

Endowed scholarships and teaching or research assistantships are available to full-time students. Students may arrange to enroll part time.

### 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.

The contemporary health problems perspectives courses provide the student a broad knowledge of the scope of contemporary health problems and health improvement strategies. 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 directed at 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 that are appropriate for analyzing problems of contemporary health and illness. The four-course sequence introduces students to research methodology and data analysis. During the sequence, students are expected to identify a researchable problem, conduct a study, and prepare a written report of the investigation. Students elect to 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 contributing to the resolution of clinical practice problems. In the thesis, students work independently 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 choose to prepare for either a teaching or management role that is complementary to a clinical practice role. The education option is for those students interested in teaching in nursing programs, inservice and staff development departments, and in patient education. The management option is designed for students interested in first-line and mid-level management roles in all types of settings. Nine credits, three of which must be practicum credits, are required for secondary students; six credits are required for primary care students. With the guidance of their advisers, students choose to fulfill the option requirement by taking the option courses offered in the School of Nursing or other appropriate courses in education or management offered by other departments.

**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, even 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, odd years.* Murphy.
- 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.* Swenson.
- 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. Swenson.
- 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,* occasionally offered other terms. Staff.
- 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.* Staff.

- 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.* Staff.

## Education/Management Option

- 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 306 Practicum in Curriculum and Instruction** 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 continuity, accessibility, 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 aspects of home



Focuses on methods of health promotion and assessment and treatment of common health problems. Emphasis is on the application of research to clinical practice. *Spring*. Nettles-Carlson.



- NURS 267**    **Advanced Concepts of Primary Care III**        6 credits  
Continuation of Advanced Concepts of Primary Care II. Focuses on methods of health promotion and assessment and treatment of common health problems in all age groups. Emphasis is on the application of research findings in clinical settings. *Fall*. Field.
- NURS 268**    **Advanced Primary Care Practicum**                    6 credits  
Focuses on the clinical application and implementation of the family nurse practitioner role in a primary care setting. *Spring*. Frauman, Hudson.

## Secondary Care

Secondary Care may be defined as a range of personal health services for persons with health problems that are intensive and complicated. Secondary care nursing, which is one aspect of the care of such patients, takes place in a variety of settings—hospitals, nursing homes, patients' homes—and focuses on comprehensive care of clients with acute and chronic illnesses.

The master's program in secondary care is designed to develop nurses with expertise specially suited to the care of patients with these intensive and complicated problems. Students choose a specialized clinical focus from traditional specialty areas—including medical-surgical, maternal, pediatric or mental health/mental illness—or on a major secondary care health problem—such as oncology, cardiovascular disease or trauma.

Graduates are skilled in comprehensive assessment of groups of patients as well as the individual patient, and are prepared to implement and evaluate interventions for complicated health problems. They have acquired the interpersonal and communication skills needed for effective interaction with patients and families and are prepared to collaborate with others involved in health care. In addition, graduates can analyze nursing care through the use of clinical inquiry and research; and can function as either educators or managers of other secondary care givers.

Through the thesis or project, an opportunity is provided for further pursuit of knowledge and understanding in the learner's special interest area of secondary care nursing. Seeking solutions to nursing problems through systematic inquiry is fostered.

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  
A general systems approach is utilized as the framework for (1) the analytical study of concepts from the behavioral sciences and (2) their clinical application by students to patients with secondary care health problems. *Fall*. Tuck.
- NURS 222 Advanced Diagnostic Process in Secondary Care** 4 credits  
A combined seminar and practicum to apply the diagnostic process. The concepts of assessment and diagnostic reasoning will be analyzed, and selected assessment models will be evaluated. Synthesis of psychosocial and biopsiologic theories and assessments is expected. *Fall*. Champagne.
- NURS 225 Secondary Care Nursing II** 3 credits  
A general systems approach and a holistic perspective are utilized to analyze and relate concepts from the biopsychological sciences to the illness process. Students evaluate the therapeutic relevance of specific content and concepts through clinical application to patients with secondary care health problems. *Spring*. Neelon.
- NURS 235 Analysis of Nursing Practice** 3 credits  
Prerequisites, Nursing 220, Nursing 222, Nursing 225. Through a critical evaluation of secondary care nursing practice and selected conceptual models for nursing practice, students formulate a theoretical base for practice and test it clinically. *Spring*. Germino.

## Elective

Secondary Care students are required to take one elective from the social sciences or the biophysical sciences that would contribute to their special clinical interest areas.

The School of Nursing offers the following graduate electives in nursing.

- NURS 113, Special Problems** 2-6 credits  
**NURS 114** 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 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 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. Matteson.
- 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. observe the degree time limit of five years.
3. satisfactorily complete required semester hours of graduate credit\* with due regard to the removal of all 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 three 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 depending upon which area of concentration is pursued.

# The Continuing Education Program

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The School of Nursing offers a broad array 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 can affect not only the nature of health professionals' practice, but also 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 major purpose of the continuing education program is to provide opportunities and resources for nurses and other health care professionals which enable them to: update and expand knowledge and skills in providing health care; and respond effectively to contemporary health problems and the constantly changing methods of improving health. The primary focus is the needs of North Carolina nurses, although the program also responds to regional and national needs.

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. 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. Many series are designed to prepare nurses to take national certification exams. The institutes provide intensive experiential learning.

## Accreditation

The continuing education program is accredited as a provider of continuing education by 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 are also 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.

Although students in continuing education courses are responsible for completing arrangements for housing and meals wherever a particular course may be held, assistance in locating suitable accommodations is offered.

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

## Continuing Education Units

Continuing Education Units (CEUs) are awarded based on hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. One contact hour is defined as a unit of measurement that describes 50 minutes of an approved organized learning experience 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 fee is \$40. Fees may be adjusted depending on the cost of instruction. Courses with laboratory, clinical experience, guest faculty, or any unusual expenses have higher fees. Special rates are also 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.

More information about courses and enrollment procedures may be obtained by calling (919) 966-3638 or writing to:

Director of Continuing Education  
School of Nursing  
Carrington Hall 214-H  
The University of North Carolina at Chapel Hill  
Chapel Hill, NC 27514

# **Activities and Resources**

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Students in the School of Nursing are active participants 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 is designed to recognize 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 program 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. There also are opportunities to participate in health projects that provide service to 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 are active participants in the Student Health Action Committee, which is devoted to the improvement of health care and health education in Chapel Hill and the surrounding areas. It is both an education and service oriented group. Students from all the schools of the Division of Health Affairs may become members of the committee.



## **Graduate Student Action Body**

The Graduate Student Action Body is composed of graduate students in nursing. Its purposes are to facilitate selection of student representatives to serve on School of Nursing committees, to promote and enhance communication among graduate students and with other student organizations on campus, and to promote other worthwhile causes pertinent to nursing.

## **Junior and Senior Boards**

Every year the junior class elects five people to the Junior Class Board. The board functions as a representative body for the students by resolving student complaints, attending faculty meetings, and planning class projects. The board is elected for a two-year term. Those elected to the Junior Board become the Senior Board upon entering the senior class.

## **Alumni Association**

There are approximately 3,200 alumni of the undergraduate, graduate, and related programs in the School of Nursing. The Alumni Association holds an annual meeting in the fall, presents merit scholarships every year to senior and graduate students in the School of Nursing, and sponsors other activities to promote relationships between alumni, faculty and students. The Alumni Association and the School jointly publish *The Carrington Quarterly*.

## Events

In Convocation ceremonies each fall, the School of Nursing's new junior class is recognized in a special ceremony. Parents have the opportunity to meet faculty members and tour the facilities in Carrington Hall afterward.

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

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

Graduate students select a topic and plan the Graduate Student Symposium held each spring. Students, faculty, and selected guests participate. The purposes of the Graduate Student Symposium are to further the professional growth and development of graduate students and to stimulate interest in graduate education in nursing.

The Elizabeth L. Kemble Lecture is held each year. It 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 sustained contributions to nursing and nursing education on national, regional, and state levels.

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

## Resources

### 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 devoted to helping faculty and students improve instruction. Staff members have special training in education, learning resources management and instructional media design, and production. Departmental services include assisting faculty and students in the design and development of 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. Three hundred six apartments are available for student family housing.

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 by date of receipt of complete application. Application for housing does not guarantee assignment. Early application is advised.

Additional information regarding residence hall accommodations including contract responsibilities, cost, and application procedure is available by writing to: Department of University Housing, Contract Office, Carr Building 103A, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27514.

The University of North Carolina at Chapel Hill owns and operates 76 one-bedroom unfurnished apartments, 180 two-bedroom unfurnished apartments, and 50 two-bedroom furnished apartments. The apartments are

conveniently 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. Further information regarding Student Family Housing is available by writing to: Manager, UNC Student Family Housing, Odum Village, Branson Street, Chapel Hill, NC 27514.

Available housing is very competitive in the Chapel Hill area. Tentative arrangements for housing should be made as soon as possible. The Student Consumer Action Union publishes a complete guide to apartment rentals in the Chapel Hill-Carrboro area. This guide, "Southern Part of Heaven," may be obtained from the Student Consumer Action Union, Suite B, Carolina Union, Chapel Hill, NC 27514.

## University Services

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

Among these services is the Student Health Service, which provides reasonably priced comprehensive health care for all regularly enrolled students essentially on a prepaid basis. Treatment as well as prevention of illness are prime objectives of the health service.

It is highly advisable that students participate in the student insurance plan made available through the University. This policy is designed to protect 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 a million and a half volumes.

The student handbook describes University services in more detail.



# Faculty

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(\*after title denotes graduate appointment.)

**Bonnie Angel** (1984) Clinical Instructor

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

**Janet G. Baradell** (1982) Clinical Instructor

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

**Audrey Joyce Booth** (1968) Associate Professor\* Emerita

Director of Development

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

**Barbara Ray Bordeaux** (1979) Assistant Professor, Nursing

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

**Debra Brandon** (1983) Clinical Instructor

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

**Linda B. Brown** (1982) Clinical Instructor

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

**Eleanor Browning** (1974) Associate Professor\*

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

**Barbara Bunker** (1974) Associate Professor\*

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

**Melinda Calhoon** (1983) Clinical Instructor

B.S.N. (1977) University of Rochester; M.S.N. (1981) Duke University

**Margaret E. Campbell** (1974) Associate Professor\*

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

- Mary Thomson Champagne** (1982) Assistant Professor\*  
 B.S.N. (1968) San Jose State College; M.S.N. (1975), Ph.D. (1981)  
 University of Texas at Austin
- Neal King Cheek** (1979) Director of Student Services  
 B.A. (1964) Wake Forest University; M.A. (1969) University of South  
 Carolina; Ph.D. (1973) The University of North Carolina at Chapel  
 Hill
- Eileen M. Conroy** (1985) Assistant Professor  
 B.S.N. (1974) Salve Regina College; M.S.N. (1981) Indiana Univer-  
 sity School of Nursing
- Laurel Archer Copp** (1975) Professor and 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
- Jo Ann Dalton** (1975) Associate Professor\*  
 B.S.N. (1957), M.S.N. (1960) Duke University; Ph.D. (1984) North  
 Carolina State University
- Joanne Damon** (1980) Assistant Professor  
 B.S.N. (1968) University of Maryland; M.Ed. (1973) Boston State  
 College
- Diane Holditch Davis** (1985) Assistant Professor  
 B.S.N. (1973) Duke Univeristy; M.S. (1980), Ph.D. (1985) University  
 of Connecticut
- Virginia Gayle Tart Davis** (1972) Associate Professor  
 B.S.N. (1969), M.S.N. (1972) The University of North Carolina at  
 Chapel Hill
- Alice E. Dietz** Clinical Associate Professor Emerita  
 Diploma (1948) Lankenau Hospital; B.S.N.E. (1950) University of  
 Pennsylvania; M.S. (1957) The University of North Carolina at  
 Chapel Hill
- Joan B. DiNapoli** (1980) Assistant Professor\*  
 B.S.N. (1968) East Carolina University; M.S.N. (1970) Duke Univer-  
 sity; Ph.D. (1977) Walden University

- Mary C. Dowe** (1977) Associate Professor\*  
 B.S.N. (1955), M.S. (1961) Emory University; Ed.D. (1973) University of Kentucky
- Margery A. Duffey** (1980) Professor and Director of Special Projects\*  
 B.S. (1949) College of Saint Teresa; M.S. (1954) Case Western Reserve University; Ph.D. (1967) University of Minnesota
- Carol Durham** (1982) Clinical Instructor  
 B.S.N. (1976) Western Carolina University; M.S.N. (1982) The University of North Carolina at Chapel Hill
- Beverly Webster Ferreiro** (1978) Clinical Associate Professor\*  
 B.S. (1962) Loma Linda University; M.S. (1967) New York University
- Laurice Ferris** (1972) Associate Professor and 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
- Mary Lyn Field** (1979) Assistant Professor\*  
 B.S.N. (1970) The University of North Carolina at Chapel Hill; M.S.N. (1976) Vanderbilt University
- Anne Elizabeth Hopkins Fishel** (1965) Associate Professor\*  
 B.S.N. (1962), M.S.N. (1968) The University of North Carolina at Chapel Hill, Ph.D. (1985) The University of North Carolina at Greensboro
- Catherine Ingram Fogel** (1968) Associate Professor\*  
 B.S.N. (1963), M.S. (1968) The University of North Carolina at Chapel Hill
- Judith Forker** (1985) Assistant Professor  
 B.S.N. (1968) Skidmore College; M.S.N. (1970), Ph.D. (1985) New York University
- Annette Frauman** (1984) Associate Professor\*  
 A.S.N. (1969) Broward Community College; B.S.N. (1973), M.S.N. (1974) University of Florida-Gainesville

**Cynthia Freund** (1984) Associate Professor and 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

**Bonnie J. Friedman** (1980) Assistant Professor\*  
B.S.N. (1966) San Francisco State College; M.S.N. (1967) Univer-  
sity of California at San Francisco; Certificate (1975) Cornell Uni-  
versity; M.Ed. (1976) Columbia University

**Sandra G. Funk** (1977) Associate Professor\*  
B.A. (1967) University of California, Santa Barbara; M.A. (1972),  
Ph.D. (1976) The University of North Carolina at Chapel Hill

**Cynthia Darlyn Garrett** (1985) Clinical Instructor  
B.S.N. (1976), M.S.N. (1985) The University of North Carolina at  
Chapel Hill

**Rose Geraldine George** (1966) Associate Professor Emerita, Nursing, and  
Assistant Professor Emerita, School of Public Health  
Diploma (1941) Massachusetts Memorial Hospital, Boston; B.S. (1951)  
Wayne State University; M.S. (1966) The University of North  
Carolina at Chapel Hill

**Barbara B. Germino** (1982) Associate Professor\*  
B.S.N. (1963), M.S.N. (1967) Duke University; Ph.D. (1984) Univer-  
sity of Washington

**Joanne Harrell** (1984) Assistant Professor\*  
B.A. (1963) College of Saint Catherine; B.S.N. (1965) Avila College;  
M.S.N. (1971) University of Florida-Gainesville; Ph.D. (1984) Uni-  
versity of Texas at Austin

**Betty G. Harris** (1980) Assistant Professor\*  
B.S.N. (1962), M.S.N. (1963) University of Alabama; Ph.D. (1982)  
North Carolina State University

**Lorna Hines Harris** (1978) Assistant Professor  
B.S.N. (1973) North Carolina Agricultural and Technical State Uni-  
versity; M.S.N. (1976) The University of North Carolina at Chapel  
Hill

- Beverly B. Havens** (1982) Assistant Professor  
B.S. (1964) Syracuse University; M.N. (1976) University of California at Los Angeles; M.P.H. (1982) University of Hawaii
- Marcia A. Heggen** (1985) Clinical Instructor  
B.S.N. (1976) University of Iowa; M.P.H. (1980) The University of North Carolina at Chapel Hill
- Bonnie Keaton Hensley** (1968) Associate Professor Emerita  
Diploma in Nursing (1940) Johns Hopkins; B.S.N. (1964) The University of North Carolina at Chapel Hill; M.S.N. (1969) Duke University
- Suzanne Bower Herman** (1985) Clinical Instructor  
B.S.N. (1979) Duke University; M.S.N. (1982), F.N.P. (1982) The University of North Carolina at Chapel Hill
- Cathee Huber** (1973) Associate Professor, Nursing, and Clinical Nursing Specialist, Biological Sciences\*  
B.S.N. (1964) University of Michigan; M.N. (1966) University of Washington
- Margaret Fredericka Hudson** (1973) Associate Professor\*  
B.S.N. (1963) Duke University; M.Ed. (1969) Michigan State University
- Vickie Rosan Hutter** (1974) Lecturer, Nursing; Lecturer, Dentistry\*  
B.S.N. (1965) Alabama University; M.S. (1967) University of Colorado
- Patricia B. Jackson** (1982) Clinical Assistant Professor  
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) Clinical Assistant Professor  
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) Clinical Assistant Professor  
B.S.N. (1970), M.S.N. (1971) Ohio State University

- Jean E. Kincade** (1980) Research Assistant Professor\*  
 B.S.N. (1968) University of Saskatchewan; M.S.N. (1972) University of Florida; Ph.D. (1979) Brown University
- Betty H. Landsberger** (1976) Associate Professor\*  
 B.A. (1939) Florida State University; M.A. (1940) University of Michigan; Ph.D. (1951) Cornell University
- Patricia A. Lawrence** (1973) Associate Professor\*  
 B.A. (1954) Bates College; M.A. (1960) Columbia Teachers College
- Clara Mixon Lewis** (1964) Associate Professor\*  
 B.S. (1952) Winthrop College; M.S. (1954) Ohio State University
- Deitra Lowdermilk** (1974) Clinical Assistant Professor  
 B.S.N. (1966) East Carolina University; M.Ed. (1974) The University of North Carolina at Chapel Hill
- Shirley C. Mason** (1973) Associate Professor\*  
 B.S.N. (1957) The University of North Carolina at Chapel Hill; M.S.N. (1966) University of Maryland
- Mary Ann Matteson** (1983) Clinical Assistant Professor  
 B.S.N. (1977) The University of North Carolina at Chapel Hill; M.S.N. (1978) Duke University
- Carolyn Fritz McCain** (1978) Assistant Professor\*  
 B.S.N. (1971), M.S.N. (1974) The University of North Carolina at Chapel Hill
- Joellyn L. McCrory** (1985) Clinical Instructor  
 B.S.N. (1971) University of Delaware; M.S.N. (1979) Marquette University
- Margaret S. Miles** (1984) Professor\*  
 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) Professor\*  
 B.S. (1960), M.A. (1965) Wayne State University; Ph.D. (1970) Yale University

- Janet Lee Morton** (1985) Clinical Instructor  
 B.S. (1970), B.S. (1976) University of Wisconsin; F.N.P. (1982), M.A. (1983) University of Washington; Post-masters (1983) University of Massachusetts
- Helen M. Murphy** (1975) Associate Professor\*  
 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) Associate Professor\*  
 B.S.N. (1957) Duke University; M.S.N. (1961) University of California, San Francisco; Ph.D. (1972) Duke University
- Barbara Nettles-Carlson** (1973) Assistant Professor\*  
 B.S.N. (1970), M.P.H. (1977) The University of North Carolina at Chapel Hill
- Katherine B. Nuckolls** (1978) Professor Emerita  
 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
- Susan E. Parker** (1977) Clinical Assistant Professor\*  
 B.S. (1962) University of Connecticut; M.S. (1977) Boston University
- Margaret Arlene Payne** (1980) Research Professor\*  
 B.S. (1949) Kansas State University; M.S. (1953) Columbia University; Ph.D. (1963) University of Chicago
- Kimberly Clark Phillips** (1985) Clinical Instructor  
 B.S.N. (1980), M.S.N. (1983) The University of North Carolina at Greensboro
- Faye Dark Pickard** (1968) Associate Professor, 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) Associate Professor and Chairperson-Secondary Care\*  
 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

- Judith Rahm** (1974) Assistant Professor  
B.A. (1966) College of St. Catherine; M.S. (1975) The University of North Carolina at Chapel Hill
- Mary Walker Randolph** (1956) Professor Emerita  
Diploma in Nursing (1924) Los Angeles County General Hospital; B.S.N.Ed. (1932) University of Virginia; M.A. (1940) Columbia University
- Cheryl H. Reese** (1983) Clinical Assistant Professor  
A.D.N. (1974), B.S.N. (1979) Mobile College; M.S.N. (1981) University of Alabama
- Judith M. Roberts** (1985) Visiting Assistant Professor  
B.S.N. (1970) East Carolina University; M.S.N. (1973) Vanderbilt University
- M. E. Bonnie Rogers** (1984) Assistant Professor\*  
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 Joyce Roland** (1978) Lecturer  
B.S.N. (1961) Winston-Salem State College; M.S.N. (1977) Seton Hall University
- Jill Ross** (1985) Visiting Assistant Professor  
B.S.N. (1971) College of St. Catherine; M.S.N. (1975) University of Florida-Gainesville
- Barbara Rynerson** (1974) Associate Professor\*  
B.S. (1957), M.S. (1962) University of Oregon; Post-Masters (1965) University of California, San Francisco
- Diana J. Shenkin** (1985) Clinical Instructor  
B.S.N. (1979) Fitchburg State College; MSN (1984) The University of North Carolina at Chapel Hill
- Marian Smallegan** (1970) Associate Professor  
A.B. (1945) Hope College; M.A. (1947) University of Illinois; Ed.D. (1969) Boston University

- Linda Smith** (1976) Assistant Professor\*  
 B.S.N. (1973), M.S.N. (1975) Duke University; Adult Nurse Practitioner Certificate (1969) Boston University
- Ingrid Elizabeth Swenson** (1978) Associate Professor\*  
 B.S.N. (1971) University of Maryland; M.P.H. (1973), Dr.P.H. (1976) Johns Hopkins University
- Eleanor Taggart** (1977) Assistant Professor\*  
 B.S.N. (1957) Cornell University; M.S.N. (1970) Case Western Reserve University
- Deborah Thompson** (1975) Clinical Assistant Professor  
 B.S.N. (1971), M.S.N. (1975) The University of North Carolina at Chapel Hill
- Elizabeth Tornquist** (1974) Lecturer\*  
 B.S. (1954) Duke University; M.A. (1956) University of Chicago
- Inez Tuck** (1980) Assistant Professor\*  
 B.S.N. (1970) North Carolina Agricultural and Technical State University; M.S.N. (1972) University of Florida; Ph.D. (1980) The University of North Carolina at Greensboro
- Priscilla Ulin** (1983) Associate Professor and Chairperson-Primary Care\*  
 B.A. (1954) Mount Holyoke College; M.N. (1957) Yale University; M.S. (1971), Ph.D. (1976) University of Massachusetts
- Mary Gwendolyn Hightower Waddell** (1985) Clinical Assistant Professor  
 B.S.N. (1970), M.S.N. (1976) University of North Carolina at Chapel Hill
- Shirley M. Walker** (1985) Clinical Instructor  
 B.S.N. (1980) University of Tennessee; M.S.N. (1982) Vanderbilt University
- Clara Rae Walters** (1972) Clinical Associate Professor\*  
 B.S. (1961) Goshen College; M.S. (1974) The University of North Carolina at Chapel Hill
- Elizabeth C. Wells** (1985) Clinical Instructor  
 B.S.N. (1970), M.S.N. (1983) Duke University

**Shirley Ann Wilson** (1978) Assistant Professor  
B.S.N. (1968) University of Kentucky; M.S.N. (1976) Medical College of Virginia at Virginia Commonwealth University

**Marion Staunton Wood** (1958) Professor Emerita  
Diploma in Nursing (1929) Garfield Memorial Hospital, Washington;  
B.S. (1939) Ohio State University; M.A. (1955) Columbia University

### **Adjunct Faculty**

**Jean K. Barefoot** (1982) Adjunct Instructor  
Diploma (1973) Cabarrus Memorial Hospital School of Nursing;  
Family Nurse Practitioner Certificate (1978) The University of North Carolina at Chapel Hill

**Marcia Brooks** (1977) Adjunct Assistant Professor  
B.S.N. (1957) University of South Carolina; M.S.N. (1964) The University of North Carolina at Chapel Hill

**Sara Pike Brown** (1980) Adjunct Instructor  
B.S.N. (1974) East Carolina University

**Susan Howell Brunssen** (1985) Adjunct Instructor  
B.S.N. (1971) University of Maryland; M.S.N. (1977) University of Alabama

**Margaret G. Bye** (1983) Adjunct Assistant Professor  
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

**Patricia Christian** (1985) Adjunct Assistant Professor  
B.S.N. (1970), M.S.N. (1972) Medical College of Georgia; Ph.D. (1983) The University of North Carolina at Chapel Hill

**Cynthia Cole** (1979) Adjunct Instructor  
A.B. (1965) University of California, Berkeley; M.A. (1972) Michigan State University

**Charles Crutchfield** (1984) Adjunct Instructor  
B.S. (1970) High Point College; M.S. (1977) North Carolina Agricultural and Technical State University

**Sally A. Dugan** (1983) Adjunct Assistant Professor  
B.S.N. (1950) College of St. Rose; M.S.N. (1973) State University  
of New York

**Beatrice K. Erickson** (1983) Adjunct Assistant Professor  
B.S.N. (1969) Pennsylvania State University; M.Ed. (1972) Kent State  
University

**Gloria Ann Evans** (1977) Adjunct Instructor  
B.A. (1972) Butler University; M.S.N. (1983) The University of North  
Carolina at Chapel Hill

**Sandra K. Evans** (1980) Adjunct Assistant Professor  
B.S.N. (1965) Ohio State University

**Gloria Fox** (1979) Adjunct Instructor  
Diploma (1964) North Carolina Baptist Hospital; B.S.N. (1967) The  
University of North Carolina at Chapel Hill

**Joan Mary Ganong** (1983) Adjunct Associate Professor  
B.S. (1955) Hunter College; M.S.N. (1959) University of Maryland;  
Ph.D. (1981) The Fielding Institute

**Hettie L. Garland** (1977) Adjunct Assistant Professor  
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) Adjunct Assistant Professor  
B.S.N. (1968) Duke University; Family Nurse Practitioner Certificate  
(1973), Geriatric Nurse Practitioner Certificate (1977) The Univer-  
sity of North Carolina at Chapel Hill; M.S.N. (1978) Duke University

**Pam Herriott** (1980) Adjunct Assistant Professor  
B.S.N. (1967) Cornell University; M.S.N. (1980) The University of  
North Carolina at Chapel Hill

**Jean Hill** (1979) Adjunct Instructor  
B.S.N. (1970) Berea College; M.N. (1974) University of South  
Carolina

**Carolyn B. Jefferson** (1983) Adjunct Instructor  
B.S.N. (1959) North Carolina Agricultural and Technical State Uni-  
versity at Greensboro

- Evelyn S. Jernigan** (1983) Adjunct Instructor  
B.S.N. (1948) Medical College of Virginia; M.Ed. (1970) North Carolina State University at Raleigh
- Gregory Johnson** (1977) Adjunct Instructor  
Diploma in Nursing (1965) Charlotte Memorial Hospital School of Nursing
- Mary P. Johnson** (1982) Adjunct Instructor  
B.S.N. (1962); Ohio State University; M.S.N. (1980) Duke University
- Cynthia Luke** (1982) Adjunct Assistant Professor  
B.S.N. (1962) University of Michigan; M.S.N. (1976) Boston University
- Eleanor McConnel** (1982) Adjunct Instructor  
B.S.N. (1976), M.S.N. (1978) Duke University
- Sally McCulloch** (1982) Adjunct Instructor  
B.S.N. (1972) Arizona State University; M.S.N. (1978) University of California, San Francisco
- Kathleen Read McDaniel** (1985) Adjunct Instructor  
B.A. (1974) Simmons College; M.S.N./F.N.P. (1979) The University of North Carolina at Chapel Hill
- Barbara McGrath** (1977) Adjunct Associate Professor  
B.S.N. (1967) The University of North Carolina at Chapel Hill; M.S.N. (1971) Emory University
- Margaret McLaughlin** (1983) Adjunct Associate Professor  
B.S.N. (1937) Washington University; M.A. (1945) Columbia University
- Elizabeth Munsat** (1982) Adjunct Instructor  
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
- Peggy Norton** (1979) Adjunct Instructor  
Family Nurse Practitioner Certificate (1973) The University of North Carolina at Chapel Hill

- Patricia O'Leary** (1982) Adjunct Assistant Professor  
B.S.N. (1974) Mercy College of Detroit; M.P.H. (1979) The University of North Carolina at Chapel Hill
- Janette Jacobs Riordan** (1985) Adjunct Assistant Professor  
B.S. (1973), M.S. (1977) University of New York
- Emily Rivenbark** (1979) Adjunct Instructor, Nursing and Public Health  
B.S.N. (1973) East Carolina University
- Francis Ross** (1978) Adjunct Assistant Professor  
B.S.N. (1959) The University of North Carolina at Chapel Hill
- Carol W. Sackett** (1978) Adjunct Assistant Professor  
B.S.N. (1961) Duke University; M.P.H. (1974) The University of North Carolina at Chapel Hill
- Jean Spencer** (1984) Adjunct Instructor  
Diploma (1950) Memorial Hospital School of Nursing; Flight Nurse Certificate (1952) U.S. Air Force Flight Nurses' School
- Angelia Staab** (1985) Adjunct Assistant Professor  
B.S.N. (1964), M.S.N. (1971), Certificate (1972) University of Pittsburgh; Primary Care Nurse Practitioner Certificate (1981) American Nurses Association
- Doris C. Sugg** (1985) Adjunct Instructor  
Diploma (1970) St. Margaret's Hospital, Pittsburgh
- Karen W. Thomas** (1983) Adjunct Instructor  
B.S.N. (1976) Atlantic Christian College; M.S.N. (1980) East Carolina University
- Gale Touger** (1984) Adjunct Instructor  
B.S.N. (1972) Duke University; Family Nurse Practitioner Certificate (1974) The University of North Carolina at Chapel Hill
- Tina M. Vassar** (1985) Adjunct Instructor  
B.S.N. (1979), Radford University; M.S.N. (1982) University of Virginia
- Kathleen A. Weis** (1983) Adjunct Instructor  
B.S.N. (1970) University of Iowa; M.S.N. (1982) The University of North Carolina at Chapel Hill



## Appendix A

### RESIDENCE STATUS FOR TUITION PURPOSES<sup>1</sup>

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*.

**General.** Every applicant for admission is required to make a statement as to his or her length of residence in North Carolina. The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition, a legal resident must have maintained his or her domicile 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 mere temporary residence incident to enrollment in an institution of higher education. A student seeking classification as a resident for tuition purposes must complete an application for resident status (obtainable at his or her admissions office) and return it to 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. Every student must be classified either resident or nonresident before enrolling. Unless the student supplies enough information to allow the admissions officer to classify the student as a resident for tuition purposes, the student will be classified a nonresident for tuition purposes.

When an enrolled student has applied to be classified a resident for tuition purposes and receives an institutional request for more information in connection with that application before the end of the term for which classification is sought, the student must respond to that request no later than three weeks after the end of the term. If the student does not receive the request for supplemental information until after the end of the term in question, he or she must supply the requested information within three weeks of 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.

**Domicile.** Domicile means one's permanent dwelling place of indefinite duration, as distinguished from a temporary place of abode; synonymous with "legal residence."

**Burden of Proof and Statutory Prima Facie Evidence.** The student 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 student 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 student is not a legal resident of North Carolina unless the student has lived in this state the five consecutive years prior to enrolling or re-registering. To overcome this prima facie showing of nonresidence, the student must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.

b. Conversely, if the parents of the student are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the student is a domiciliary of North Carolina. This prima facie evidence may also be overcome by other evidence of legal residence. If the student has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

<sup>1</sup>The 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.

## Statutory Exceptions

a. *Grace Period.* If a student has been properly classified as a resident for tuition purposes and, thereafter, his or her state of legal residence changes, the student does not automatically lose the benefit of the in-state tuition rate immediately. Instead the statute provides for a grace period if the following conditions are satisfied:

1. The student must have been properly classified as a resident for tuition purposes, on the basis of a valid finding that the student in fact was a legal resident of North Carolina and had been such for the requisite twelve-month period prior to classification;

2. At the time of subsequent change of legal residence to a state other than North Carolina, the student must have been enrolled in a public institution of higher education in North Carolina.

The extent of this grace period (during which the in-state rate is applicable in spite of the fact that the student is not a legal resident of North Carolina) is twelve months from the date of change in legal residence plus any portion of a semester or academic term remaining, as of the expiration date of the twelve-month period, in which the student is enrolled.

b. *Qualifying Periods for Spouses.* By virtue of the provisions of G.S. §116-143.1, if a student 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 student's spouse, if the spouse has been a legal resident of the State for the requisite twelve-month period.

c. *Reacquisition of Resident Tuition Status.* The prescribed twelve-month period of legal residence may also 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 re-established North Carolina domicile within twelve months after abandoning it. Students should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

**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.

**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 two 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.

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 in fact has been established.

**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 United States 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 United States 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.

**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.

**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.

**Change of Status.** 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. 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.** 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.

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.

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.

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.

**Appeals of Rulings of Admissions Officers.** 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.

*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 BENEFIT<sup>1</sup>

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.

**Eligibility of Members of the Armed Services.** Eligible members of the Armed Services pay a rate of tuition (less than the out-of-state rate) 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. To be eligible for this military tuition benefit, the individual must

- 1) 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
- 2) 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 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, 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.

<sup>1</sup>The 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.

## Notice on "Directory Information" to All Students of The University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill has routinely made public certain information about its students. Some typical ways this has been done include the following: names of students who are selected by the various honorary societies, who receive scholarships, who make the Dean's List, who hold offices, or who are members of athletic teams are frequently made public. To facilitate campus communication the University annually publishes the *Campus Directory*. Some professional and graduate school student groups publish directories of students in their departments or schools. The annual commencement program publishes the names of persons who have received degrees during the year.

The Family Educational Rights and Privacy Act defines the term "directory information" to include the following categories of information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, and degrees and awards received, and the most recent previous educational agency or institution attended by the student. The University will make public information about each student *limited* to these categories in ways such as those described above. Of course, information from all these categories is not made public in every listing. The *Campus Directory*, for example, publishes only names, addresses, and telephone numbers.

Under the FERPA regulations, the University will also disclose personally identifiable information from the education records of a student without the student's prior written consent, to officials of another school or school system in which the student seeks or intends to enroll.

Students who do not wish to have any or all "directory information" made public and who do not want information about them to be disclosed to other schools as set forth above, without their prior consent must notify the Office of Records and Registration, The University of North Carolina at Chapel Hill, of this fact in a signed and dated statement specifying items that are not to be published. This notice must be received by the Office of Records and Registration by the end of the registration period for the semester or session of first enrollment or, after an absence, of re-enrollment, and by the end of each fall registration period thereafter.

### 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 in 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.

## Appendix B

### Addresses

Office of Undergraduate Admissions  
The University of North Carolina at Chapel Hill  
Monogram Building 153A  
Chapel Hill, NC 27514  
(919) 966-3621

The Graduate School  
The University of North Carolina at Chapel Hill  
200 Bynum Hall 008A  
Chapel Hill, NC 27514  
(919) 966-2611

Student Aid Office  
The University of North Carolina at Chapel Hill  
300 Vance Hall 057A  
Chapel Hill, NC 27514  
(919) 962-8396

Department of University Housing  
The University of North Carolina at Chapel Hill  
Carr Building 103A  
Chapel Hill, NC 27514  
(919) 962-5101

Student Services  
School of Nursing  
The University of North Carolina at Chapel Hill  
Carrington Hall 214H  
Chapel Hill, NC 27514  
(919) 966-4260

Continuing Education Program  
School of Nursing  
The University of North Carolina at Chapel Hill  
Carrington Hall 214H  
Chapel Hill, NC 27514  
(919) 966-3638

# Appendix C

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## University Calendar 1986-1987

### SUMMER SESSION, 1986

#### First Term

May 19, Monday  
May 20, Tuesday  
May 21, Wednesday  
May 26, Monday  
May 27, Tuesday

June 6, Friday  
June 9, Monday

June 13, Friday  
June 20, Friday  
June 21, Saturday  
June 23-24, Monday-Tuesday

Registration.  
First day of classes.  
Last day for late registration.  
Holiday, Memorial Day  
Last day to drop a course for credit on student's financial account.  
Last day to drop courses (undergraduates).  
Last day to withdraw for credit on student's financial account.  
Last day to drop courses (graduates).  
Last day of classes.  
Reading day.  
Final examinations.

#### Second Term

June 30, Monday  
July 1, Tuesday  
July 2, Wednesday  
July 4, Friday  
July 8, Tuesday

July 18, Friday  
July 21, Monday

July 25, Friday  
August 1, Friday  
August 2, Saturday  
August 4-5, Monday-Tuesday

Registration.  
First day of classes.  
Last day for late registration.  
Holiday, Independence Day  
Last day to drop a course for credit on student's financial account.  
Last day to drop courses (undergraduates).  
Last day to withdraw for credit on student's financial account.  
Last day to drop courses (graduates).  
Last day of classes.  
Reading day.  
Final examinations.

### FALL SEMESTER, 1986

August 13, Wednesday  
August 16, Saturday

August 17, Sunday

Fall semester opens.  
Residence halls open for freshmen and undergraduate transfer students.  
Orientation of all new freshmen and undergraduate transfer students according to schedule to be announced.

August 18, Monday	Residence halls open for returning students.
August 18-20, Monday- Wednesday	Registration according to schedule to be announced.
August 21, Thursday	Classes begin for all students. Late registration begins. Fee of \$5.00 charged for late registration.
August 27, Wednesday	End of late registration and change in schedules. No registration accepted after this date.
September 1, Monday	Holiday, Labor Day
September 4, Thursday	Last day to drop a course for credit on student's financial account.
September 19, Friday	Last day for graduate students to file applications with Dean for degree to be awarded in December.
October 1, Wednesday	Last day for dropping courses (undergraduates) and last day for Pass/Fail declarations.
October 3, Friday	Last day for filing applications with Dean for degree to be awarded in December (undergraduates).
October 12, Sunday	University Day.
October 15, Wednesday	Progress Reports for freshmen due.
October 22, 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).
October 22, Wednesday	Fall Recess—Instruction ends 5 P.M.
October 27, Monday	Instruction resumes 8 A.M.
October 27-31 Monday-Friday	Pre-registration for Spring Semester.
November 15, Saturday	Written examinations for master's candidates for December graduation may not be taken after this date.
November 21, Friday	Last day for graduate students to drop a course.
November 26, Wednesday	Thanksgiving Recess—Instruction ends at 1 P.M.
December 1, Monday	Instruction resumes 8 A.M.
December 3, Wednesday	Fall Semester classes end.
December 4, Thursday	Reading day.

December 5, 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 5, Friday	Fall Semester examinations begin.
December 18, Tuesday	Fall Semester examinations end.
<b>SPRING SEMESTER, 1987</b>	
January 4, Sunday	Spring Semester opens.
January 4, (noon), Sunday	Residence halls open for new students.
January 5, Monday	Residence halls open for returning students.
January 5-6, Monday-Tuesday	Registration/schedule changes.
January 7, Wednesday	Classes begin for all students. Late registration begins. Fee of \$5.00 charged for late registration.
January 13, Tuesday	End of late registration and change in schedules. No registration accepted after this date.
January 20, Tuesday	Last day to drop a course for credit on student's financial account.
January 30, Friday	Last day for both undergraduate and graduate students to file applications with Dean for degree to be awarded in May.
February 17, Tuesday	Last day for dropping courses (undergraduates) and last day for Pass/Fail declarations.
March 6, Friday	Spring Recess—Instruction ends 5 P.M.
March 10, Tuesday	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 16, Monday	Instruction resumes 8 A.M.
March 28, Saturday	Written examinations for master's candidates for May graduation may not be taken after this date.
April 6-10, Monday-Friday	Pre-registration for summer and fall.
April 9, Thursday	Last day for graduate students to drop a course.
April 20, Monday	Holiday, Easter Monday.
April 23, Thursday	Spring Semester classes end.

April 24, 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 24, Friday

Reading day.

April 27, Monday

Spring Semester examinations begin.

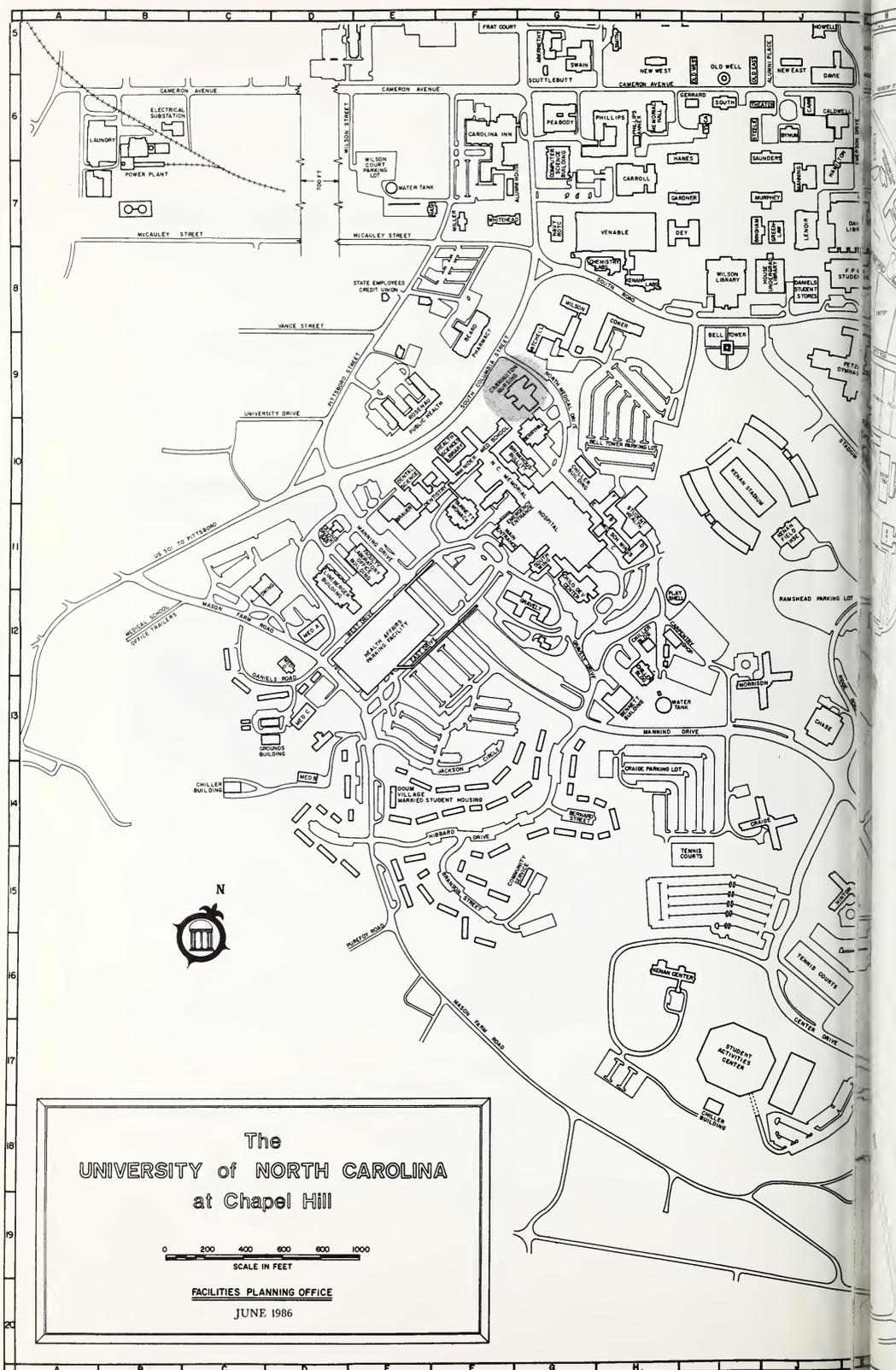
May 6, Wednesday

Spring Semester examinations end.

May 10, Sunday

Commencement.





The  
**UNIVERSITY of NORTH CAROLINA**  
 at Chapel Hill



**FACILITIES PLANNING OFFICE**

JUNE 1986











