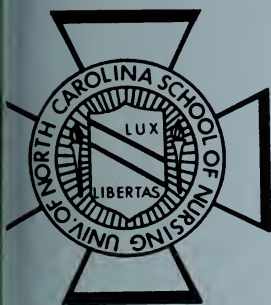


D OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
ool of nursing



1980-1981 issue
April 1980

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The One Hundred and
Eighty-Sixth Session

School of Nursing

Announcements for the Session
1980-1981

THE UNIVERSITY OF NORTH CAROLINA

Sixteen Constituent Institutions

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ROY CARROLL, B.A., M.A., Ph.D., Vice President—Planning

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JOHN F. COREY, B.S., M.A., Ed.D., Associate Vice President—Student Services and Speci
Programs

KENNIS R. GROGAN, B.S., M.B.A., Associate Vice President—Finance

JAMES L. JENKINS, JR., A.B., Assistant to the President

JOHN P. KENNEDY, JR., S.B., B.A., M.A., J.D., Secretary of the University

ARNOLD KIMSEY KING, A.B., A.M., Ph.D., Assistant to the President

ROSCOE D. MCMILLAN, JR., B.S., Assistant to the President for Governmental Affairs

JEANNE MARGARET MCNALLY, B.S.N., M.A., Ph.D., Associate Vice President—Academ
Affairs

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

ROBERT W. WILLIAMS, A.B., M.A., Ph.D., Associate Vice President—Academic Affairs

The University of North Carolina was chartered in 1789 and opened its doors to students its Chapel Hill campus in 1795. Throughout most of its history, it has been governed by Board of Trustees chosen by the Legislature and presided over by the Governor. During the period 1917-1972, the Board consisted of one hundred elected members and a varying number of *ex-officio* members.

By act of the General Assembly of 1931, without change of name, the University was merged with The North Carolina College for Women at Greensboro and The North Carolina State College of Agriculture and Engineering at Raleigh to form a multicampus institution designated The University of North Carolina.

In 1963 the General Assembly changed the name of the campus at Chapel Hill to The University of North Carolina at Chapel Hill and that at Greensboro to The University of North Carolina at Greensboro and, in 1965, the name of the campus at Raleigh was changed to North Carolina State University at Raleigh.

Charlotte College was added as The University of North Carolina at Charlotte in 1965, and in 1969, Asheville-Biltmore College and Wilmington College became The University of North Carolina at Asheville and The University of North Carolina at Wilmington respectively.

A revision of the North Carolina State Constitution adopted in November 1970 included the following: "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. The General Assembly shall provide for the selection of trustees of The University of North Carolina. . . ." In slightly different language this provision had been in the Constitution since 1868.

On October 30, 1971, the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the University as follows: 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. This merger, which resulted in a statewide multicampus university of sixteen constituent institutions, became effective on July 1, 1972.

The constitutionally authorized Board of Trustees was designated the Board of Governors, and the number was reduced to thirty-two members elected by the General Assembly, with authority to choose their own chairman and other officers. The Board is responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." Each constituent institution, however, has its own board of trustees of thirteen members, eight of whom are appointed by the Board of Governors, four by the Governor, and one of whom, the elected president of the student body, serves *ex officio*. The principal powers of each institutional board are exercised under a delegation from the Board of Governors.

Each institution has its own faculty and student body, and each is headed by a chancellor as its chief administrative officer. Unified general policy and appropriate allocation of functions are effected by the Board of Governors and by the President with the assistance of other administrative officers of the University. The General Administration office is located in Chapel Hill.

The chancellors of the constituent institutions are responsible to the President as the chief administrative and executive officer of The University of North Carolina.

OFFICERS OF ADMINISTRATION

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

¹NELSON FEREBEE TAYLOR, LL.B., *Chancellor*

CLAIBORNE STRIBLING JONES, Ph.D., *Executive Assistant to the Chancellor*

SUSAN H. EHRINGHAUS, J.D., *Assistant to the Chancellor*

SARAH VIRGINIA DUNLAP, B.S., *Secretary of the University*

DONALD ARTHUR BOULTON, Ed.D., *Vice Chancellor for Student Affairs*

WILLIAM WILFRED COBEY, Jr., M.Ed., *Director of Athletics*

²CHRISTOPHER COLUMBUS FORDHAM III, M.D., *Vice Chancellor, Health Affairs
and Dean, School of Medicine*

DOUGLASS HUNT, LL.B., *Vice Chancellor, Administration*

³LYLE VINCENT JONES, Ph.D., *Dean of the Graduate School and Vice Chancellor*

⁴GEORGE PHILIP MANIRE, Ph.D., *Dean of the Graduate School and Vice Chancellor*

JOHN CHARLES MORROW III, Ph.D., *Provost*

JOHN LEWIS TEMPLE, B.B.A., *Vice Chancellor for Business and Finance*

ROLLIE TILLMAN, Jr., D.B.A., *Vice Chancellor, Development and Public Service*

¹Resigned January 31, 1980.

²Resigned Deanship, School of Medicine, July 31, 1979. Appointed Chancellor March 1, 1980.

³Resigned August 31, 1979.

⁴Effective September 1, 1979.

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CALENDAR OF EVENTS

1980-1981

SUMMER SESSION, 1980

First Term

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

June 6, Friday

June 9, Monday

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

Second Term

June 30, Monday
July 1, Tuesday
July 4, Friday
July 7, Monday

July 12, Saturday

July 21, Monday

July 25, Friday
August 1, Friday

August 1, Friday
August 4-5, Monday-
Tuesday

Registration.
Classes begin.
Holiday.

Last day to drop a course for credit on student's financial account.
Last day for submitting an application for a degree and an application for admission to candidacy for the master's degree and last day for submitting an application for doctoral degree for August graduation.

Last day to withdraw for credit on student's financial account.
Last Day to drop a course.
Last class day.
Final course examinations.

Registration.
Classes begin.
Holiday.
Last day to drop a course for credit on student's financial account.
Written examinations for master's candidates for the August graduation may not be taken after this date.
Last day to withdraw for credit on student's financial account.
Last day to drop a course.
Final signed copies of doctoral dissertations and master's theses for candidates for the August graduation must be filed in the Graduate School by this date.
Last class day.
Final course examinations.

SHORT TERMS AND INSTITUTES*

June 11, Wednesday
June 30, Monday
June 12, Thursday
July 1, Tuesday
June 27, Friday
July 17, Thursday

Registration.

First Day of Classes.

Last Day of Classes, including examinations.

*A list of courses offered during these short terms will be included under the section SPECIAL FEATURES in the Summer Session catalog.

GRADUATE SCHOOL SUMMER DEADLINES

June 6, Friday	Last day for Graduate students to file applications with Dean for degree to be awarded in August.
July 12, Saturday	Written examination for Master's candidates for August graduation may not be taken after this date.
August 1, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the August graduation must be filed in the Graduate School by this date.

FALL SEMESTER, 1980

August 20-22, Wednesday-Friday	Registration.
August 25, Monday	Classes begin.
September 1, Monday	Holiday.
September 8, Monday	Last day to drop a course for credit on student's financial account.
September 26, Friday	Last day for submitting an application for degree and an application for admission to candidacy for the master's degree and last day for submitting an application for doctoral degree for December graduation.
October 12, Sunday	University day.
October 17, Friday	Fall Recess begins 5 P.M.
October 22, Wednesday	Classes resume at 8 A.M.
October 24, Friday	Last day for official withdrawal with refund from Cashier.
October 27, Monday	Pre-registration for Spring Semester begins.
November 8, Saturday	Written examinations for master's candidates for the December graduation may not be taken after this date.
November 18, Tuesday	Last day to drop a course.
November 26, Wednesday	Thanksgiving recess begins at 1 P.M.
December 1, Monday	Classes resume at 8 A.M.
December 5, Friday	Last class day.
December 8, Monday	Reading Day.
December 9-18 Tuesday-Saturday Monday-Thursday	Final course examinations.
December 12, 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.

SPRING SEMESTER, 1981

January 12,13, Monday-Tuesday	Registration.
January 14, Wednesday	Classes begin.
January 27, Tuesday	Last day to drop a course for credit on student's financial account.

January 30, Friday

Last day for submitting an application for a degree and an application for admission to candidacy for the master's degree and last day for submitting an application for doctoral degree for May Commencement.

March 6, Friday

Spring recess begins at 5 P.M.

March 16, Monday

Classes resume at 8 A.M.

March 17, Tuesday

Last day for official withdrawal with refund from cashier.

April 11, Saturday

Written examinations for master's candidates for the May Commencement may not be taken after this date.

April 16, Thursday

Last day to drop a course.

April 16, Thursday

Pre-registration for Summer and Fall Semesters begins.

April 20, Monday

Holiday.

April 24, Friday

Final signed copies of doctoral dissertations and master's theses for candidates for the May Commencement must be filed in the Graduate School by this date.

April 30, Thursday

Last class day.

May 1, Friday

Reading Day.

May 4-13

Final course examinations.

Monday-Saturday

Monday-Wednesday

May 17, Sunday

Commencement.

THE SCHOOL OF NURSING

AUREL ARCHER COPP, Ph.D., Dean
DEBORAH SHADBURN, B.A., Director of Business Affairs
JOY YOUNG, Administrative Assistant
AUDREY JOYCE BOOTH, M.S.N., Associate Dean
HELEN M. MURPHY, M.P.H., Chairperson, Core
ALICE E. DIETZ, M.P.H., Assistant Chairperson, Core
KATHERINE B. NUCKOLLS, Ph.D., Chairperson, Primary Care
ELEANOR TAGGART, M.S.N., Chairperson, Secondary Care
MARIAN SMALLEGAN, Ph.D., Coordinator-Facilitator, Continuing Education
NEAL KING CHEEK, Ph.D., Director of Student Services
MARGARET B. SHAW, Administrative Assistant



**School of Nursing
Carrington Hall**

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

1789	University chartered by General Assembly
1793	Cornerstone laid for the first building, Old East
1795	First students admitted. First State University in the country to accept and to graduate students
1861	Student body totaled more than 400
1870-1875	University temporarily closed
1875	Reopening of University
1883-1903	Establishment of Graduate School
1917	Enrollment of nearly 1,000 students
1930	Enrollment of 3,000 students
1932	Establishment of Consolidated University System
1949	Creation of Division of Health Affairs
1951	School of Nursing opens
1976	Enrollment of 20,293 full-time students in the University with approximately 1,750 full-time faculty

HISTORY OF THE SCHOOL OF NURSING

1947	Decision to establish a School of Nursing within the Division of Health Affairs
1950	Appointment of Dr. Elizabeth Louanna Kemble as first Dean of the School of Nursing
1951	First Nursing students admitted
1955	Undergraduate Program accredited by National League for Nursing
1955	Graduate Program established
1961	National League for Nursing accreditation of Graduate Program
1968	Appointment of Dr. Luc Houghton Conant as second Dean of the School of Nursing
1970	The School of Nursing moved to Elizabeth Scott Carrington Hall
1975	Appointment of Dr. Laurence Archer Copp as third Dean of the School of Nursing
1978	Reaccreditation (ANA and NLN)

GENERAL INFORMATION: School of Nursing 1980-1981

he 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 more effectively. The students are understood to be unique learners and are the focus of all educational programs. Curricula seek to employ flexible approaches in order to provide appropriate educational opportunities for individual learners and to meet the needs of nontraditional students. In addition to 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 believe 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 believe 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 be continually responsive to and seek the active involvement of the consumer in his care. And nurses have a continuing responsibility to evaluate the impact of these services on the health status of individuals and the community.

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.

Curricula

The School of Nursing offers programs in undergraduate, graduate, and continuing education.

In 1978 the School of Nursing revised both its undergraduate and graduate curricula, in order to better prepare graduates to respond to contemporary health

problems and rapidly changing methods for improving health. The theme of both the undergraduate and graduate curricula is "Toward Health Improvement," and the focus is on ways to deal with contemporary health problems for both individuals and population groups.

The undergraduate curriculum, which leads to a Bachelor of Science in Nursing degree, is designed to prepare generalists for beginning nursing practice. The curriculum provides students a broad understanding of the scope and nature of contemporary health problems in individuals and communities, along with special knowledge of personal health service strategies in primary and secondary care, and the skills to carry out these strategies. Graduates are prepared to provide a variety of health and health-related services for both the sick and the well, in a variety of community settings as well as hospitals and other institutions.

The graduate curriculum, which leads to a Master of Science in Nursing degree, provides students a broad knowledge of the scope of contemporary health problems and health improvement interventions, along with in-depth knowledge of health improvement strategies in primary or secondary care. In addition, students learn methods and approaches to research which are appropriate for working with the problems of contemporary health and illness, and they develop the skills to function as educators and coordinators of care. Graduates are prepared for advanced nursing practice in either community or institutional settings.

The continuing education program offers a broad spectrum of short courses to enable practicing nurses to expand and update their knowledge and skills.

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. There are presently 30 students enrolled in the undergraduate curriculum, and 50 in the graduate program.

Approximately 2,048 students have received baccalaureate degrees from the School of Nursing and 301 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. During the period July 1, 1979 - January 20, 1980 the Continuing Education Program offered twenty-four short courses and workshops with a total enrollment of 1,741. Continuing Education Programs are offered year round.

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 purpose 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 for 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 Bulletin*).

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. Both undergraduate and graduate students in nursing take courses taught in other departments and schools of the University, and 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 Secondary 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, 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 on December 3, 1955, and accreditation of the graduate program on December 9, 1961. Both programs were accredited in 1970 and again in 1978.

The American Nurses Association National Accreditation Board for Continuing Education granted accreditation of the Continuing Education program on April 4, 1978.

The School of Nursing is also accredited by the North Carolina Board of 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, State, and Federal hospitals
- Public Health agencies
- Community Mental Health Centers
- Prevention and Rehabilitation Centers
- Diagnostic and Treatment Centers
- Convalescent and Nursing Homes
- Well-patient settings

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



THE BACHELOR OF SCIENCE IN NURSING CURRICULUM

The School of Nursing offers a curriculum leading to the degree of 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 Faculty of the School of Nursing is committed to broadening the student body to include minorities, men, registered nurses, mature individuals desiring a new career, and nontraditional students.

ADMISSION

All applications for admission must be made to the University Office of Undergraduate Admissions. The credentials of the applicant are approved by the Director of the University Office of Undergraduate Admissions. The entrance requirements of the General College must be met by all applicants. These include the scholastic aptitude tests of the College Entrance Examination Board and satisfactory high school work in:

- English (4 units)
- College Preparatory Math (3 units)
- Foreign language (2 units)
- Science (1 unit) preferably Biology or Chemistry
- Social science (1 unit)
- Electives (5 units)

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. Applications from minorities, men, registered nurses, and mature individuals who wish to start a new career are welcomed. *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.

APPLICATION FEE, TUITION DEPOSITS, AND WITHDRAWALS

Application Fee: A nonrefundable application fee of ten dollars (\$10.00) 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. This deposit is forfeited if the student fails to attend.

Withdrawals: Withdrawals are prorated over a period of nine weeks at a rate one-tenth of the semester's bill after deduction of a \$25.00 administrative charge. The last date for credit on a student's financial account *for withdrawal* is nine weeks after registration.

FRESHMEN

The high school graduate enters the General College as a freshman and applies for transfer to the School of Nursing as a junior. Admission of freshmen is handled entirely by the Office of Undergraduate Admissions of The University of North Carolina at Chapel Hill but applicants may request an interview in the School of Nursing. In selection of freshmen, consideration is given to application information, preentrance tests, health records, scholastic records, personal reference and apparent qualification for the study of professional nursing. *Admission to the University as a prenursing student does not guarantee entrance into the School of Nursing in the junior year.*

JUNIOR TRANSFERS

Applicants for admission as junior transfers must successfully complete the general education requirements for the first two years. Courses taken at another college or university must be comparable to those offered at The University of North Carolina at Chapel Hill. At the time of application, the Office of Undergraduate Admissions at The University of North Carolina at Chapel Hill officially evaluates all transcripts to determine whether transfer credit can be given. The junior transfer should complete a minimum of 64 academic semester hours of course credit prior to entrance into the nursing program at the junior level. Students should present at least a "C" (2.0 on a 4.0 system) average on all courses attempted and be eligible to return to all previously attended institutions in order to be considered for transfer admission.

Admission to the School of Nursing is available only for the Fall Semester. 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 January 1st.*

ADMISSION REQUIREMENTS FOR ALL APPLICANTS AT THE JUNIOR LEVEL

1. Appropriate application to the University.
2. Supplemental form to the School of Nursing.
3. Transcripts of all college course work. (Applicants are encouraged to maintain a 3.0 g.p.a. on all prerequisite course work.)
4. Minimum of two references (applicants are encouraged to include references from supervisors or employers, when possible).
5. A written statement giving reasons for choosing a career in nursing, personal experiences with nursing, and any special career goals.
6. Following receipt of the application, and at the discretion of the Undergraduate Student Services Group, an admission interview may be required.

BACHELOR OF SCIENCE IN NURSING FOR LICENSED REGISTERED NURSES

Graduates of state-approved diploma and associate degree programs are encouraged to investigate the baccalaureate program offered by the School of Nursing.

In the 1976-1977 academic year a new program approach was developed for RNs seeking the BS in Nursing degree. The RN course of study is designed to facilitate the movement of the RN student through the baccalaureate curriculum with as few redundant experiences as possible and with increased flexibility in the means for demonstrating successful achievement of objectives. Entry level knowledge, skills, and experience will be assessed to serve as a baseline for the selection of specific content and development of learning experiences for the individual RN student.

The program is designed to maintain the integrity of the curriculum by assessing the RN student's competencies and providing individualized learning experiences. After successful completion of the fall semester, the faculty will assess and award credit for the appropriate nursing courses. In senior spring, the RN student will enroll in the appropriate nursing courses required of all undergraduate students.

For further information on application procedures and requirements, the RN student could contact the Student Services Office.

FINANCIAL INFORMATION

Nursing students who need financial assistance are eligible for scholarships and loans on the same bases 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 are 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 RNs who are working toward the B.S.N. degree on a part-time basis through the University Evening College. RNs should contact the Student Services Office of the School of Nursing for information on this special program.

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 encouraged to seek assistance offered through their local communities and to apply for scholarships available from sources outside the University.

Students may apply for appointments in the Army Student Nurse Program or the Navy Nurse Corps Candidate Program. These programs provide financial

assistance while the student completes his or her professional education in the School of Nursing at Chapel Hill. Further information about these programs may be obtained from the Army or Navy Recruiting Office, Federal Building, Fayetteville and Martin Streets, Raleigh, North Carolina 27602.

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

ESTIMATED EXPENSES (Junior Year)

	Academic Year	Two 6-Week Summer Session
In-State Tuition	\$ 364.00	\$ 200.00
Fees	\$ 334.50	\$ 80.00
Books and Supplies	\$ 450.00	\$ 175.00
Dormitory Room (Average double)	\$ 708.00	\$ 220.00
Field Training Fees	\$ 100.00	\$ 50.00
Uniforms	\$ 150.00	
Meals (Approximately)	\$1,500.00	\$ 500.00
Personal Expenses	\$ 800.00	\$ 300.00
Total for North Carolina resident	\$4,406.50	\$1,525.00
Nonresident tuition differential	\$1,710.00	\$ 684.00
Total for nonresident	\$6,116.50	\$2,209.00

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 to the student's possible disenrollment.

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

CURRICULUM REQUIREMENTS

The general education requirements for the first two years of the Bachelor of Science in Nursing curriculum include 20 courses¹ 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 Admissions Office at The University of North Carolina at Chapel Hill as being comparable to the courses offered on this campus.* Below is a list and a brief description of prerequisite requirements.

Course	Number of Courses	Academic Semester Hours Credit
English 1, 2 (English Composition and Rhetoric)	2	6
Mathematical Sciences (1 course must be Stat 11 or 12—Basic Concepts of Statistics)	2	6
Physical Education (Activity Courses)	(2	2)
Language 1 ²	2	6
Social Sciences (2 courses must be in Anthropology and/or Sociology; 1 course must be a social science elective—history, economics, political science, anthropology, sociology, etc.)	3	9
Humanities and Fine Arts (The 3 courses must be in at least two departments)	3	9
Natural Sciences (1) Chemistry 11, 11L or Biochemistry 7, 7L (2) Chemistry 21, 21L or Biochemistry 8, 8L (General Descriptive Chemistry or Introductory Biochemistry) (3) Zoology 11, 11L (General Zoology) (4) Zoology 45, 103L (Fundamentals of Human Anatomy & Physiology) (5) Bacteriology 55 (A course covering the fundamental principles of microbiology and immunology, the relation of micro-organisms to disease, modes of infection, and the etiologic agents of the important infectious diseases)	7	28

¹including Physical Education Courses.

²Language is required for General College students if placed in Language 3 by examination; no language is required for transfer applicants; instead, two electives must be taken.

- (6) Physiology 92
(A course in basic human physiology and an appreciation for its clinical application. Emphasis is on the cell, body fluids, organ systems, and their interrelationships)
- (7) Psychology 10 (Introductory Psychology)

Electives		<u>1</u>	<u>3</u>
	Total	20	67

Students are admitted to the undergraduate curriculum at the junior level. The nursing curriculum begins the second summer session preceding the junior year. Two academic years and two summer sessions are required to complete the undergraduate major in Nursing. Applicants to the programs must have completed UNC-Chapel Hill General College requirements as well as School of Nursing prerequisites before admission to the School of Nursing.

THE NURSING CURRICULUM

The Undergraduate Curriculum of The University of North Carolina at Chapel Hill School of Nursing focuses on contemporary health problems and ways to deal with them for both individuals and populations. Content from biological and behavioral sciences which is basic to nursing practice—including growth and development, nutrition, altered physiology and pharmacology—is integrated into the curriculum in both theoretical and clinical courses. Students progress through courses offered by the three curriculum components described below—Core, Primary Care, and Secondary Care.

The *Core* courses are designed to provide students a common perspective and foundation for dealing with modern illness prevention and personal health care services. Core content includes basic nursing skills and concepts, an introduction to research, examination of the responses of individuals to various environments, and comparison of the impact of personal health services with the impact of environmental and socioeconomic strategies for improving health. Students examine the role of nursing in decision-making for health improvement strategies.

Courses

NURS-50 Concepts and Skills Basic to Nursing **3 credits**
Introduction to the conceptual framework of the School of Nursing and orientation to professional nursing, including assessment of needs and identification of appropriate interventions. Laboratory practice of the beginning psychosocial and psychomotor skills necessary for meeting health care needs.

NURS-53 Basic Clinical Nursing **4 credits**
Application of basic nursing concepts and skills in a variety of clinical settings.

NURS-54 Introduction to Nursing Research **3 credits**
Introductory course focusing on the nature of scientific inquiry, the components of the research process, ethical considerations in research, and the role of research in nursing and health issues.

NURS-56 Health of Populations I: Environmental Impact on Health **2 credits**
Contemporary health problems within population groups, and provider-consumer roles in the health care system from an epidemiological perspective; seminar sessions focus on the use of statistical methods and concepts relevant to problems studied.

NURS-58 Health of Populations II: Health Improvement Interventions **2 credits**
Continuation of Health of Populations I. The impact of personal health services is compared with the impact of environmental and socioeconomic strategies on the health of population groups.

**NURS-60 Individual Responses to the Environment
Throughout the Life Cycle I** **3 credits**
Utilizing concepts from growth and development, nutrition, pharmacology and altered physiology, this course focuses on the adaptive mechanisms and maladaptive responses of individuals to the environment.

**NURS-62 Individual Responses to the Environment
Throughout the Life Cycle II** **2 credits**
Continued exploration of individual responses to various environments.

NURS-66 Professional Nursing and the Modern Health System I 3 credit
The role of the nursing profession in developing and implementing the strategies needed to develop a health care delivery system to meet health needs in contemporary society.

NURS-68 Professional Nursing and the Modern Health System II 3 credit
Decision-making, management, and promotion of change at the intra- and inter-organizational levels for effective health care delivery.

Primary Care is a range of services delivered for the most part in ambulatory and home settings to respond to the needs and health care of the majority of individuals and groups. It focuses on the assessment of health status, the prevention of diseases and disabilities, and the maintenance of health. Clients are assisted in the management of significant life events, minor illnesses, chronic diseases, and nonspecific symptomatic complaints with referral to specialty care when needed.

Courses

NURS-76 Nursing Foundations for Primary Care 3 credit
This course provides a theoretical and empirical foundation for the nursing practice in primary care. Topics discussed include the relationship of cultural and demographic factors to health, family and community assessment, principles of health screening, case management, client advocacy and the referral process.

NURS-78 Clinical Practice in Primary Care 5 credit
This course emphasizes clinical practice and evaluation in the context of family and community. The focus is on family and community assessment, health promotion, disease prevention and the care of ill individuals in community and home settings.

Secondary Care covers a range of personal health services directed at health problems that are intensive and medically complicated and require specialized equipment, facilities and/or personnel for adequate management of the patient.

Courses

NURS-80 Dynamics of Secondary Care Nursing Practice 2 credit
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.

NURS-82 Secondary Care Nursing Practice I 5 credit
The first clinical course in secondary care nursing. The student utilizes the nursing process in providing direct personal health services to adults or children in secondary or tertiary care settings. The client population is those individuals experiencing one or more of the health problems most common in secondary or tertiary settings.

NURS-84 Secondary Care Nursing Practice II 6 credit
The second clinical course in secondary care utilizing 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.

The courses listed below are taught jointly by Primary and Secondary Care faculty.

RS-90 Advanced Concepts for Nursing Practice**3 credits**

This course examines selected concepts related to health states within the framework of nursing theory.

RS-92 Nursing Care of Common Health Problems "A"**4 credits**

An introduction to physical assessment and the manifestations and nursing care of frequently occurring illnesses organized around body systems. Health problems which have a high incidence in both primary care and secondary care settings are presented. Disorders in the following categories (systems) are included: respiratory, cardiovascular, mental health, gastro-intestinal. Emphasis is on the synthesis of medical and nursing knowledge through use of the nursing process.

RS-94 Nursing Care of Common Health Problems "B"**4 credits**

An introduction to physical assessment and the manifestations and nursing care of frequently occurring illnesses organized around body systems. Health problems which have a high incidence in both primary care and secondary care settings are presented: G.I., genitourinary, musculo-skeletal, nervous-sensory, reproductive, and skin. Emphasis is on the synthesis of medical and nursing knowledge through the use of the nursing process.

RS-96 Nursing Care of Multisystem Health Problems**4 credits**

This course presents nursing care of complex diseases involving multiple body systems. Emphasis is on systematic patient assessment and a data based approach to planning care.

Students complete required nursing courses in the following sequence:

Junior Year—2nd Summer Session

N-50	3
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Junior Year—Fall

N-53	4
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N-54	3
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N-56	2
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N-60	3
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Junior Year—Spring

N-58	2
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N-62	2
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N-80	2
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N-82	5
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N-92 or N-94*	4
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Senior Year—2nd Summer Session

N-90	3
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Senior Year—Fall

N-66	3
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N-92 or N-94*	4
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N-76	3
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and	
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N-78	5
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or	
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N-84**	6
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Senior Year—Spring

N-68	3
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N-96	4
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N-76	3
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and	
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N-78	5
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or	
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N-84**	6
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Two elective courses are required in addition to the nursing courses. These may be taken in any department within the University. The School of Nursing offers some elective courses (description below) which may be used to fulfill this requirement.

N-113, N-114 Special Problems**2-6 credits each**

These courses are available to advanced undergraduate and graduate students. Their goal is to provide the student with opportunities to individualize work in the area of interest not

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

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

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.

N-169 Human Sexuality for Nurses

3 credit

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 several behaviors. These are considered from psycho-biophysical-social perspectives.

N-177 Women's Health Care Issues

3 credit

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.

THE GRADUATE OF THE BACCALAUREATE PROGRAM

The baccalaureate graduate will be 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 the well, in both primary and secondary health care settings: clinics, public health departments, community medical practices, hospitals, nursing homes, convalescent centers, and at the client's home. In order to provide services of this nature and scope, it is necessary for the nurse to have a broad understanding of what promotes health in individuals and among community populations and what comprises the social and nature of contemporary health problems. By progressing through the curriculum with the following terminal objectives, the holder of a Bachelor of Science in Nursing is prepared to

1. understand problems of contemporary health and illness;
2. participate in assessing health problems in given primary and secondary care settings;
3. collaborate with other professionals when appropriate, in promoting optimal health;
4. apply nursing interventions which constitute personal health services; and
5. analyze decisions and evaluate the outcomes of these interventions for the total client situation in order to determine the direction for continued future efforts.

REGISTERED NURSE LICENSING

Upon satisfactory completion of the requirements for a Bachelor of Science Degree in Nursing, the graduate is recommended to The North Carolina Board of Nursing or to the appropriate licensing board in other states for admission to the licensing examination to become a Registered Nurse.

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. The field training is used in part to reimburse students for mileage during clinical experiences.

Information about the North Carolina requirement 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

The graduate curriculum of The University of North Carolina at Chapel Hill School of Nursing was revised in 1978 on the basis of information from numerous university, state, regional, and national reports detailing needs in health care and commending new emphases in higher education for the health professions. The new curriculum for the Master's Degree in Nursing is designed to prepare graduates to respond to contemporary health problems and rapidly changing methods for improving health.

The curriculum consists of three components: Core, Primary Care, and Secondary Care. The core of the curriculum provides the student a broad knowledge of the scope of contemporary health problems and health improvement interventions, and lays the foundation for in-depth study of health improvement strategies in primary or secondary care. In addition, students learn methods and approaches to research which are appropriate for working with the problems of contemporary health and illness.

All students take the core courses and elect to concentrate in either primary care or secondary care with additional work in management or education. The program in primary care prepares the graduate to function as a nurse practitioner, delivering a range of services, in ambulatory settings for the most part, to meet the majority of needs for health care of individuals and groups. The program in secondary care is designed to develop nurses with expertise in the care of patients with intensive and medically complicated problems requiring specialized personnel, equipment, and/or facilities for adequate management. Graduates of both the primary and secondary care programs are prepared to function as researchers, educators, and coordinators of care.

The program structure is flexible so as to meet the educational needs of nontraditional students—part-time and minority students as well as students from medically underserved areas.

CORE

The core of the curriculum provides the student a broad knowledge of the scope of contemporary health problems and health improvement interventions, and lays the foundation for in-depth study of health improvement strategies in primary or secondary care areas of concentration.

More specifically, the core learning phase emphasizes 1) improving health by a broad range of methods; 2) developing an enhanced capacity for working with large groups, particularly in an organizational setting; 3) determining methods for contributing to program development; 4) solving problems of contemporary health and illness as they apply to individuals as well as communities; and 5) learning methods and approaches to research which are appropriate for working with the problems of contemporary health and illness.

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 and socioeconomic strategies directed at improving the health of selected population groups are analyzed, and their impact is compared to that of personal health service strategies. The student analyzes the policy and program decision-making which determines current and potential health improvement interventions, and compares methods of influencing decision-making at both intra- and interorganizational levels.

The following content is considered essential to develop the common framework reference reflected by the core of the curriculum: biological, behavioral and sociocultural concepts; systematic inquiry; nursing theory; information related to the nature and quality of the environment; and political, economic, and organizational concepts relevant to modern illness prevention. This core content is multidisciplinary in nature, with emphasis on research from a wide variety of sources. The core courses are required for all students.

CORE COURSE DESCRIPTIONS

Contemporary Health Problems:

N-255—Contemporary Health Problems and Health Improvement Interventions I

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 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 interventions in improving health. The conceptual framework for the total curriculum is introduced at the outset of the course as a basis for study. 3 credits.

N-355—Contemporary Health Problems and Health Improvement Interventions II

Emphasis is placed on examining policy and program decision-making processes at intra- and interorganizational levels. Environmental strategies are contrasted with personal health service strategies relative to their potential for improving health of populations. 3 credits.

RESEARCH

Group Research Project

Students may elect to take the four-course research sequence which involves completing a group research project. The main purpose of the group project option is to provide students with an opportunity to collaboratively use the clinical expertise, theoretical knowledge, and research skills in the investigation of a clinical practice problem of interest. The intent of this learning experience is to foster the use of research in expanding nursing knowledge and contributing to the resolution of clinical practice problems.

Students who elect the group project option submit a report of their findings in

acceptable but less formalized style than that required of thesis students. Emphasis is placed instead on the writing of an article from the research for publication. This practice has the advantage of promoting the dissemination of research findings and offering intensive editorial assistance.

THESIS

N-393—Master's Thesis

Fall, Spring, Summer

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. 3-6 credits.

Two alternatives are available to students electing the thesis:

Thesis students may elect to take the first and third courses of the research sequence described earlier (N-274; N-374) and register for thesis credit (N-393) during the second and fourth semesters. In addition, thesis students are encouraged to attend selected sections of N-275 to facilitate their proposal development.

The option described above offers the student a research methodology course, assistance in developing the thesis research proposal, and guidance in analyzing and interpreting data. This sequence of courses is designed to facilitate the student's completion of the thesis within the two-year academic framework.

Thesis students may elect to take courses in research methodology and statistics in another department of the University such as epidemiology, biostatistics, psychology, or education; take a short course in data analysis which uses a packaged computer program such as SPSS; and take thesis credit (N-393) during the second year.

RESEARCH COURSE DESCRIPTIONS

N-274—Research Methods I

Fall

Emphasizes in-depth knowledge of research methodology including overview of health and nursing research, selection of a research problem, research design, sampling, measurement, and data collection methods. 3 credits.

N-275—Research Methods II

Spring

The student is expected to design a research project relevant to a clinical nursing problem, which is approved for implementation. 3 credits.

N-374—Research Methods III

Fall

Focuses on methods of data analysis, including descriptive and inferential statistics, basic computer skills and methods of data presentation and interpretation. 3 credits.

N-375—Research Methods IV

Spring

The student is expected to complete a written research report and a written application-style article, and to make an oral presentation of the research findings. 3 credits.

PRIMARY CARE

Primary care includes a range of services delivered for the most part in

ambulatory and home settings to meet the majority of needs for health care for individuals and groups. It focuses upon the assessment of health status, prevention of diseases and disabilities and maintenance of health. Clients are assisted in the management of significant life events, minor illnesses, chronic diseases and nonspecific symptomatic complaints, with referral for specialty care as needed.

The master's program in primary care prepares the graduate to function as a nurse practitioner in primary care settings and as an educator, coordinator, or a nurse researcher. As nurse practitioners, graduates are prepared to deliver personal health services to individuals, including assessment of the state of health, identification of present or potential problems, and implementation of a plan of care. Their scope of practice also includes concern for the health needs of communities. They have acquired skill in teaching lay and professional individuals and groups, and are prepared to work collaboratively with professionals of other disciplines in planning, implementing, and evaluating strategies to maintain or improve the functioning of institutions or agencies. Their research training enables them to use the methods of systematic inquiry in the evaluation of health services and the solution of clinical or administrative problems.

Clinical Expectations

The clinical requirements of the graduate program in primary care include approximately 8 hours a week of supervised clinical rotations the first semester, 12 hours a week in the second and third semesters, and a clinical preceptorship during the last semester. Applicants are encouraged to identify a preceptor prior to admission, although this is not a condition of acceptance. On completion of the preceptorship the student may take the Family Nurse Practitioner certification exams.

PRIMARY CARE COURSE DESCRIPTIONS

N-215—Advanced Issues in Primary Care

Focuses on issues and trends in primary health care delivery systems. Emphasis is placed on the role and responsibility of the master's prepared FNP in the present health care system. 1 credit.

N-245—Advanced Diagnostic Process

Prepares students to utilize the techniques of interviewing, history taking, physical examination and selected diagnostic procedures in the assessment of health and the diagnosis of illness. 4 credits.

N-265—Advanced Concepts of Primary Care I

Focuses on mental health and developmental concepts. Emphasis is on operationalizing strategies for dealing with mental health needs and problems in ambulatory settings. 2 credits.

N-266—Advanced Concepts of Primary Care II

Continuation of Advanced Concepts of Primary Care I. Focuses on methods of health promotion and assessment and treatment of common health problems. Emphasis is on the application of research to clinical practice. 6 credits.

N-267—Advanced Concepts of Primary Care III

Continuation of Advanced Concepts of Primary Care II. Focuses on methods

with promotion and assessment and treatment of common health problems in age groups. Emphasis is on the application of research findings in clinical settings. 6 credits.

68—Advanced Primary Care Practicum

Spring

Focus on the clinical application and implementation of the family nurse practitioner role in a primary care setting. 6 credits.

Secondary Care

Secondary care may be defined as a range of personal health services to persons with health problems that are intensive and medically complicated and require specialized personnel, equipment, and/or facilities for adequate management. 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,

The master's program in secondary care is designed to develop nurses with specialized expertise in the care of patients with these intensive and medically complicated problems. Instead of specializing in the traditional areas of concentration in nursing—medical-surgical, psychiatric, obstetric and pediatric nursing—students concentrate on clients with one of the broad major categories of secondary care problems—trauma, cancer and cardiovascular disease; or they choose to concentrate on care of a particular age group of clients (children, adults, the aging) and look at all the secondary care problems as they affect this group.

In their clinical courses students analyze selected concepts from the behavioral sciences and critical components of the biophysiological sciences to develop and apply a theoretical framework for secondary care practice. As graduates they are skilled in comprehensive assessment of the individual patient, and are prepared to implement and evaluate intervention strategies for intensive and medically 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.

Clinical Expectations

The clinical practice requirement of the Master's program in secondary care is 40 hours a week each semester for four semesters.

SECONDARY CARE COURSE DESCRIPTIONS

220—Secondary Care Nursing I

Fall

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 to students to patients with secondary care health problems. 3 credits.

225—Secondary Care Nursing II

Spring

Through analysis of critical components of the biophysical sciences and their clinical application to patients with secondary care health problems, students continue to develop a theoretical framework for practice. 3 credits.

235—Analysis of Nursing Practice

Spring

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. 3 credits.

N-245—Advanced Diagnostic Process

Prepares students to utilize the techniques of interviewing, history taking, physical examination, and selected diagnostic procedures in the assessment of health and the diagnosis of illness. 3 credits.

FUNCTIONAL OPTIONS

Options in Education and Management have been developed for the graduate program. Each student is required to complete 6-12 credit hours in the option sequence which best suits that individual's interest, experience, and career goals. The sequence and timing of the option vary depending upon the student's area of concentration.

Education Option

Based upon assessment of the student's past experience and/or formal coursework in education, the student may enter Level I or Level II of the Education Option. Completion of Level III is required.

Level I: Basic Instructional Skills
EDCI 265—College Teaching

Level II: Instruction and Curricular Considerations
(Select one of the following)

- a. EDFO 103—Psychology of Adult Learning
- b. EDCI 200—Introduction to Curriculum
- c. EDCI 208—The College Curriculum
- d. EDCI 303—Problems in the Curriculum

Level III: Practicum or Teaching Internship
EDCI 306—Practicum in Curriculum and Instruction: Adult-Higher Education

Management Option

Level I: Basic course required for all students.
HADM 105—Concepts of Health Administration
or
HADM 210—Health Management Methods I

Level II:

- A. Secondary Care
(Select two of the following or comparable courses with approval of advisor.)
 - a. HADM 211—Health Management Methods II
 - b. HADM 296—Organizational Behavior of Health Institutions
 - c. HADM 195—Implementing and Managing Change in Health Organizations
 - d. HADM 183—Personnel Administration
- B. Primary Care
(Select one of the following or a comparable course with approval of advisor.)
 - a. HADM 227—Ambulatory Care and Related Services
 - b. HADM 182—Budgeting and Financial Management
 - c. HADM 200—Quantitative and Analytical Methods for Health Administration
 - d. HADM 150—Introduction to Health Economics

Level III: Secondary Care Practicum

PREREQUISITES

Students must successfully complete an undergraduate statistics course and an undergraduate research methods course before enrolling in the first graduate research course. Questions regarding these prerequisites should be directed to the Student Services Office of the School of Nursing.

MISSION**Admission requirements**

Evidence of current and maintained 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.)

An official transcript reflecting the B.S.N. degree, as well as transcripts of any other undergraduate and graduate work. (Although the B.S.N. degree is desired, R.N. applicants with a B.S. or B.A. degree will be considered. Information regarding criteria to be used in considering the non-BSN applicant may be obtained from the Student Services Office in the School of Nursing.)

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.

Official copy of scores received on the aptitude tests of the Graduate Record Examination.

Three letters of recommendation (one recent or current work reference and two academic references).

Completion of the Personal Statement Form and Personal Data Sheet.

A record of previous work experience as a registered nurse (a minimum of one year's duration for admission to Primary Care and a minimum of two years' duration for admission to Secondary Care).

A personal interview (may be required). Scheduling of the interview will be initiated by the School of Nursing upon receipt of all written materials.

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.

All application materials must be received by the School of Nursing by **November 1** for *spring admission*. (Spring admission is offered on a limited basis depending upon the availability of positions within the quota and upon available faculty resources. Spring admission is *usually* on a part-time basis.)

All application materials must be received by the School of Nursing by *February 1* for fall admission.

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, 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 the institution to follow this policy should be brought to the attention of the Assistant to the Chancellor.

DEGREE REQUIREMENTS

Removal of any provisions of the original admission to the Graduate School.
Observation of the degree time limit (5 years).

Satisfactory completion of required semester hours of graduate credit,* with regard to the removal of all temporary grades (Incompletes, Absences, Reports, and S grades on all course work with the exception of the thesis N-393 registration for N-393 (for at least 3 hours) for those master's students selecting the thesis; and approval through the Graduate School of transfer credit.

Written comprehensive examination.

A thesis or group research project.

Oral defense of thesis.

GENERAL INFORMATION

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 1980-81 are as follows:

Per Semester			
	Tuition	Fees	Total
N.C. Resident	\$ 182.00	\$115.25	\$ 297.25
Nonresident	\$1,037.00	\$115.25	\$1,152.25

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

	Tuition	Fees	Total
N.C. Resident	\$ 61.00	\$115.25	\$176.25
Nonresident	\$346.00	\$115.25	\$461.25

Financial Aid

Nurses accepted for graduate study at the School of Nursing are eligible to become Johnston Scholars in Nursing. Award decisions are made by the faculty.

*42-46 semester hours, including core courses, required courses in the area of concentration, acceptable courses from previous education or management option, 3-6 hours thesis, or research project. The minimum number of semester hours will vary depending upon which area of concentration is pursued and whether or not a student is required to register for a total of 12 semester hours for research.

ed on academic promise as evidenced by the student's performance on the Graduate Record Examination and during undergraduate study. A limited number of graduate assistantships are also available. These awards require a minimum of 10 hours a week in teaching assistance. Students interested in applying for assistantships should contact the Student Services Office in the School of Nursing. Students interested in loan information are urged to contact the Student Aid Office on campus (Vance Hall, Chapel Hill, North Carolina 27514). North Carolina residents may inquire about educational loans offered by the North Carolina Department of Human Resources by contacting the Educational Loan Program, P.O. Box 12200, Raleigh, North Carolina 27605 (919/733-4444). Students are encouraged to seek other possible financial resources outside the University.

Residency

All applicants are encouraged to review *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, available for review at the Graduate School, Old Building, or the Student Services Office, School of Nursing.

Applicants are strongly encouraged to follow-up on their residency application and not assume residency has been approved until official notification is received from the Graduate School.

STUDENT LIFE

Graduate Student Action Body: The Graduate Student Action Body is composed of full-time, part-time and thesis-only graduate students in nursing. It was organized to facilitate selection of student representatives to serve on faculty committees, to promote and enhance communication within the student group and with other student organizations on campus, and to promote other worthwhile causes pertinent to nursing.

Graduate Student Symposium: The purposes of the Graduate Symposium are to further the professional growth and development of graduate students and to stimulate interest in graduate education in nursing. The topic for the Symposium, held in the spring each year, is selected by the students and is usually in an area included in the curriculum. Students, faculty, and selected guests participate in this learning experience.

Appeals Board: The Appeals Board provides a mechanism by which the student may make a grade appeal. All students have the right to appeal a grade. If a student questions either a final course grade or the grade for a component (theory or clinical) of a course, he/she may appeal that grade. Procedures for grade appeals are outlined in the *School of Nursing Handbook* and the *Graduate School Handbook*.

Living: The Craige Graduate Center was established as a coeducational residence hall for graduate students and accommodates approximately 275 women and 400 men. The graduate center establishes its own social regulations and provides informal and varied social and academic programs.

The University has a limited number of housing units for married students. It is general policy of the University to give priority to the applications of married graduate students.

Further information about University housing may be obtained by writing Office of Residence Life, Bynum Hall, Chapel Hill, North Carolina 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 Student Consumer Action Union, Suite B, Carolina Union, Chapel Hill, North Carolina 27514.



THE CONTINUING EDUCATION PROGRAM

The practicing nurse needs opportunities to maintain and expand professional knowledge and skill. The School of Nursing, through its Continuing Education offerings, aims to provide those opportunities so as to close the gap between new knowledge and practices developed through research and the existing practice of nursing.

The role of the School in giving this educational service includes cooperating with Area Health Education Centers, community health agencies, hospitals and extended care facilities, as well as offering courses and programs directly to nurses. By taking workshops and conferences to communities in North Carolina, as well as having courses based at the University and through the use of television, the Continuing Education faculty serves as a vital link between the people of the State and the School of Nursing at Chapel Hill. The emphasis of the program is for nurses in North Carolina but many of the courses are also directed toward meeting the needs of nurses in the Southern Region and the nation.

The Continuing Education program provides to all registered nurses the opportunity for continued learning in many aspect of nursing care, supervision, and teaching. The courses focus on improving skills and increasing understanding of new developments in the health sciences as well as examining personal values and attitudes in relation to professional practice. Most courses vary in length from one day to one week. Since 1964, when the program was established, more than 10,000 registered nurses from North Carolina and other states have participated in Continuing Education courses.

Continuing Education courses offered during the 1979-80 academic year included: courses with a clinical emphasis—for example, geriatrics, pediatrics, diabetes, cardiovascular nursing, and public health nursing—as well as those emphasizing management, human relations, and educational skills.

The Setting

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, to enhance the quality of the instruction given. Cooperative arrangements are made with other agencies in the State as appropriate. Students in Continuing Education are encouraged to take advantage of University activities and special events while on campus.

Although the student in the Continuing Education Program is responsible for completing arrangements for housing and meals wherever a particular course may be held, assistance in locating suitable accommodations is offered.

Charges for Noncredit Courses

A standard charge of twenty-five dollars (\$25.00) per student per day has been established. With official approval, the standard charge may be varied for particular courses. Additional fees may be indicated to cover specific expenses. The announced charges and fees are payable on the first day of any course.

Financial Aid

When needed, financial aid is offered to the nurse enrolled in these courses. The nurse is encouraged to be self-supporting or to contribute towards defraying expenses during any course. It is assumed that the employed nurse will continue on salary while enrolled in Continuing Education courses.

James M. Johnston Awards are available to all registered nurses accepted for the School of Nursing Continuing Education course. The Awards are given to help participants pay course fees. Primary consideration is given to RNs who are North Carolina residents. No special application is necessary; applicants should check the appropriate block on the individual course brochure and indicate reasons if special need is present. Decisions are based on need, tuition, and length of the particular course.

Enrollment

The Program is intended for all registered nurses. A few courses are directed towards nurses with special qualifications. In such cases, prerequisites for admission as well as length and dates of the course, location, and charges are included in the course announcement. Unless otherwise stated, applications are accepted from individual nurses. When enrollment is limited, preference is given to qualified applicants in the order of receipt of applications.

The Student

Any nurse for whom a particular course has relevance may be accepted for the Continuing Education course. For most courses students may be graduates of any nursing program, associate degree, diploma, or baccalaureate, so long as they are currently registered in North Carolina or another state. A limited number of courses are directed toward a narrowly focused group of nurses, or include students from other health-related professions.

The student is encouraged to share problems, ideas, and experiences in the course by informal discussion with faculty and other students. It is the student's responsibility, too, to be willing to develop new personal and professional perspectives. The final responsibility of the student, of course, is to utilize and practice the learning acquired in the course.

The Faculty

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. More information about courses and enrollment procedure may be obtained by writing to:

Coordinator, Continuing Education
School of Nursing
The University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27514

SCHOOL OF NURSING

RESOURCES AND STUDENT

ACTIVITIES

EDUCATIONAL SUPPORT TEAM

The Educational Support Team is an instructional services department devoted to helping faculty and students improve instruction. Staff members have special training in education and audiovisual media design and production. Departmental services include consulting to faculty and students to aid in the design and development of instructional strategies and materials; access to print and audiovisual learning materials through the Learning Resources Center; scheduling, maintenance, and delivery of audiovisual equipment; psychomotor skills learning laboratory; liaison to outside instructional resource centers and libraries; assistance with literature and audiovisual searches; television studio.

All Educational Support Team offices are located on the ground floor of Arrington Hall. The Learning Resources Center is open Monday-Friday, 8 A.M.—5 P.M.

STUDENT ACTIVITIES

Students in the School of Nursing are active participants in campus activities and organizations. These many activities are described in the Undergraduate and Graduate Bulletins in the sections on Student Activities.

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, October 5, 1962. The Society is designed to recognize the achievement of scholarship, leadership, creativity, and individual commitment to these 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. Program and business meetings are held and awards are given in keeping with the purposes of the society. A newsletter is published seminannually.

Student Nurses Association. SNA is the student nurse's professional organization as the American Nurses' Association is the graduate's professional organization. It operates on a local, regional, state, and national level. On the local and regional level, programs are provided during the year on various subjects of interest to the student nurse. There are also opportunities to participate in community health projects that provide a service to the community as well as a chance for nursing students to utilize and gain knowledge and skills. Furthermore, SNA encourages student nurses to become involved in legislative activities concerning health care, nursing education, and nursing practice. On the state and national levels, annual conventions are held to promote the development of the student nurse as a health professional—programs that are representative of fundamental and current professional interests and concerns are provided.

Student Health Action Committee. Students in the School of Nursing are active participants in this organization 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. Membership is made up of students from all Schools of the Division of Health Affairs.

One major focus of the committee is sponsoring a free medical and dental clinic ("SHAC") in the Public Health Department in Carr Mill Mall on Monday nights. This clinic provides a realistic and challenging setting for student work and an opportunity for nursing students to improve basic skills and increase their working knowledge of nursing in a community setting. The nursing student is also presented the opportunity, through SHAC, to exercise creativity and to gain insight into team work with doctors and other health personnel.

TRADITIONAL EVENTS

Traditional events at the School of Nursing include the Fall Retreat for faculty, new faculty orientation, student orientation, the fall Dedication Ceremony, University Day, Career Day for seniors, Alumni Day, and Sigma Theta Tau induction. Spring events include the Graduate Student Symposium, annual Kemble Lecture, Appreciation Day, the annual Faculty Meeting, and Graduation ceremonies.

ALUMNI

There are approximately 2,000 alumni of the undergraduate, graduate, and related programs in the School of Nursing. The Alumni Association holds annual meetings in October and presents two merit scholarships every year to senior students in the School of Nursing. The Alumni Association and the School publish jointly *The Carrington Quarterly*.

HOUSING

The primary objective of the Department of University Housing at Chapel Hill is to provide a physical and psychological atmosphere conducive to each and every student having the opportunity to develop to the utmost his or her personality, ability, and sensitivity. The University provides residence hall accommodation for approximately 6,600 registered students—undergraduate, graduate, and professional men and women. Three hundred and six apartments are available for family student housing.

Information regarding residence hall accommodations is available by writing to: Department of University Housing, Contracts Office, Carr Building, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27514.

Information regarding family student housing is available by writing to: Manager, UNC Family Student Housing, Odum Village, Branson Street, Chapel Hill, North Carolina 27514.

UNIVERSITY SERVICES AND REGULATIONS

Students of all races are equally welcome at the School of Nursing and in The University of North Carolina. Persons of all racial backgrounds may apply for and accept admission, confident that the policy and regular practice of the institution will protect them from discrimination.

Among these services is the Student Health Service and infirmary. It is 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 new Robert B. House Undergraduate Library, the Louis Round Wilson Graduate Library, and new Health Sciences Library, which provide more than a million and a half volumes.



RESIDENCE STATUS FOR TUITION PAYMENT³

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 his or her classification as a resident for tuition purposes. In order to be eligible for such classification, a student must 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.

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 burden of establishing facts which justify classification of a student as a resident entitled to state tuition rates is on the applicant for such classification. For a student to be classified a resident for tuition purposes, the balancing of all the evidence must produce a preponderance of the evidence supporting the assertion of in-state residence. Proof of residential status is controlled, initially, by two statutory prescribed and complementary evidentiary beginning points, which are stated in terms of prima facie evidence.

a. If the parents or court-appointed legal guardian of the student (without reference to the question of whether the student is a minor or an adult) are domiciliaries (legal residents) of North Carolina, under the Statute this fact constitutes prima facie evidence that the student is not a domiciliary (legal resident) of North Carolina, unless the student has lived in this State for three consecutive years prior to enrolling or re-registering. The student must assume the burden of overcoming the prima facie showing by producing evidence that he or she, independently, is in fact a domiciliary (legal resident) of North Carolina in spite of the nonresident status of his or her parents.

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 parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Statutory Exceptions

a. **Grace Period.** By virtue of the provisions of G.S. 116-143.1, if a student has been properly classified as a resident for tuition purposes, a change in the student's state of residence thereafter does not effect in all cases an immediate automatic loss of entitlement to the in-state tuition rate. To qualify for the grace period, the following conditions must be satisfied:

1. The student must have been properly classified as a resident for tuition

³The 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, August 1979; (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

poses, 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;

c. 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. 116-3.1, the prescribed twelve-month period of legal residence required for entitlement to classification as a resident for tuition purposes may be shortened on the basis of the marital status of the student, in specified circumstances. If a student otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina, 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 spouse of the student, if the spouse has been a legal resident of the State for the requisite twelve-month period.

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 that of the father. With a few exceptions noted below, this presumption is virtually irrebuttable. 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 court order, the domicile of the minor is that of the parent with whom he or she resides; 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.

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.

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, when he or she reaches the age of 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 to enjoy a species of adulthood for legal purposes. The consequences, for present purposes, of such circumstances 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. The circumstances recognized as having the potentially emancipating effect are:

1. Marriage of the minor person.

2. Parental disclaimer of entitlement to the minor's earnings and the minor's proclamation and actual experience of financial independence from his or her parents, with the actual establishment and maintenance of a separate and independent place of residence.

Aliens. An alien holding a visa which will permit eventual permanent residence in the United States is subject to the same considerations with respect to determination of legal residence as a citizen. 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 as a resident. An alien holding 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 and D visas) cannot be classified as a resident. A refugee or orphan from the Republic of Vietnam, Laos or Cambodia, paroled into the United States after March, 31, 1975, who has abided in this state for twelve consecutive months may receive in-state tuition privileges.

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 residence solely by serving in the armed forces outside of the State of North Carolina.

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 is 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 by the admitting institution that the student is a resident for tuition purposes, relative to the term of initial enrollment or re-enrollment, the student is classified a nonresident for tuition purposes prior to actual matriculation. A residential classification

place 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 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 treated as a new student by the institution to which he or she is transferring and must be assigned an initial residential classification for tuition purposes.

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 must bear the responsibility for securing a ruling by stating his or her case in writing to 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 as 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 filed by the student with that officer in writing and 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, at the 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 decision of the Residence Status Committee must give notice in writing of that fact within 10 days of receipt by the student of the decision of the Residence Status Committee, and the basis for such appeal, to the Chairman of the Residence Status Committee, and the Chairman promptly transmits the appeal to the State Residence Committee.

A complete explanation of the Statute and the procedures under the Statute contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purpose*. This *Manual* and other information concerning the application of this law are available for inspection in the Admissions Offices of the University.

All students are responsible for knowledge of the contents of the Statute and the *Manual*.

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 application for classification should not be delayed until registration, when the number of applications make impossible accelerated handling.

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, 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.

Students who do not wish to have any or all of such "directory information" made public 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. The

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.

FACULTY

- CHERRY MAYNOR BEASLEY (1978) Instructor, Nursing
B.S., 1973 (University of Michigan at Ann Arbor); M.S., 1977 (The University of North Carolina at Chapel Hill, School of Public Health)
- SANDRA LEE BERRY (1970) Joint Associate Professor, Nursing and
Clinical Nurse Supervisor, OB-GYN
B.S.N., 1958 (Roberts Wesleyan College); R.N., M.S.N., 1966 (Washington); M.S.P., 1970 (The University of North Carolina at Chapel Hill)
- BARBARA N. BIBB (1977) Instructor, Nursing
B.S.N., 1970, M.P.H., 1977 (The University of North Carolina at Chapel Hill)
- AUDREY JOYCE BOOTH (1968) Associate Professor, Nursing and
Director of Statewide Activities and
Associate Dean of the School of Nursing
B.S., 1945 (Doane College); M.N., 1948 (Case Western Reserve); R.N., M.S.N., 1956 (The University of North Carolina at Chapel Hill); Certificate, 1979 (Harvard Business School, Program in Health Systems Management)
- BARBARA RAY BORDEAUX (1979) Instructor, Nursing
B.S., 1973 (Duke University); M.S.N., 1975 (Virginia Commonwealth University)
- ELEANOR BROWNING (1974) Assistant Professor, Nursing
Certificate, 1953 (Bluefield College); R.N., B.S.N., 1956 (Medical College of Virginia); M.S., 1960 (Boston University)
- BARBARA BUNKER (1974) Assistant Professor, Nursing
Diploma in Nursing, 1963 (Creedmore State Hospital); R.N., B.S.N., 1967 (Adelphi University); M.S.N., 1973 (Syracuse University)
- ELINOR CADDELL (1974) Adjunct Associate Professor, Nursing
B.S., Nursing Education, 1948, M.S., 1960 (Duke)
- MARGARET E. CAMPBELL (1974) Associate Professor, Nursing
B.S.N., 1964, R.N., M.S.N., 1969 (The University of North Carolina at Chapel Hill)
- JANET COOK (1976) Instructor, Nursing
B.S.N., 1970 (Salem State); R.N., M.S.N., 1976 (Boston)
- LAUREL ARCHER COPP (1975) Professor, Nursing and
Dean of the School of Nursing
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)
- THOMAS CURTIS (1977) Joint Clinical Professor, Nursing and
Professor, Medicine
M.D., 1950 (Duke University)
- JO ANN DALTON (1975) Assistant Professor, Nursing
B.S.N., 1957, R.N., M.S.N., 1960 (Duke)
- VIRGINIA GAYLE TART DAVIS (1972) Assistant Professor, Nursing
B.S.N., 1969, R.N., M.S.N., 1972 (The University of North Carolina at Chapel Hill)

- ICE E. DIETZ (1977) Clinical Associate Professor, Nursing and Assistant Chairperson/Core
Diploma in Nursing, 1948 (Lankenau Hospital); B.S.N.E., 1950, M.S., 1957 (University of Pennsylvania), M.P.H., 1970 (The University of North Carolina at Chapel Hill)
- ARY C. DOWE (1977) Associate Professor, Nursing
B.S.N., 1955, M.N., 1961 (Emory University); Ed.D., 1973 (University of Kentucky)
- ORIS DUNBAR (1977) Instructor, Nursing
A.A.S., 1973 (Niagara County Community College); B.S.N., 1975, M.S.N., 1977 (SUNY at Buffalo)
- VERLY WEBSTER FERREIRO (1978) Clinical Assistant Professor, Nursing
R.N., B.S., 1962 (Loma Linda University); M.A., 1967 (New York University)
- URICE FERRIS (1972) Associate Professor, Nursing
B.S.N., 1957 (Michigan); R.N., M.A., 1964 (Columbia); Certificate, 1967 (Cardiovascular Nurse Specialist Program, Methodist Hospital, Houston, Texas)
- JANE ELIZABETH HOPKINS FISHEL (1965) Associate Professor, Nursing
B.S.N., 1962, R.N., M.S.N., 1965 (The University of North Carolina at Chapel Hill)
- ATHERINE INGRAM FOGEL (1968) Assistant Professor, Nursing
B.S.N., 1963, R.N., M.S., 1968 (The University of North Carolina at Chapel Hill)
- ANDRA G. FUNK (1977) Assistant Professor, Nursing
B.A., 1967 (University of California); M.A., 1972, Ph.D., 1976 (The University of North Carolina at Chapel Hill)
- AROL H. GARRISON (1978) Assistant Professor, Nursing
B.S.N., 1974 (The University of North Carolina at Chapel Hill); M.S.N., 1976 (University of Alabama)
- DSE GERALDINE GEORGE (1966) Associate Professor, Nursing and Assistant Professor, School of Public Health, Emerita
Diploma in Nursing, 1941 (Massachusetts Memorial Hospital, Boston); R.N., B.S., 1961 (Wayne State); M.S., 1966 (The University of North Carolina at Chapel Hill)
- RGINIA FRANCES GOVER (1968) Professor, Nursing
Diploma in Nursing, 1952 (Bishop De Goesbriand Hospital School of Nursing); R.N., B.S., 1954, M.S., 1961 (Boston College); Ph.D., 1971 (The University of North Carolina at Chapel Hill)
- ALLY LYNN GRAHAM (1978) Instructor, Nursing
B.S.N., 1973 (University of Virginia); M.S.N., 1976 (University of Rochester)
- DUANNE HAMMET (1975) Assistant Professor, Nursing
Diploma in Nursing, 1958 (Nazareth School of Nursing); Diploma in Nurse Anesthesia, 1960, A.B., 1970, M.S.N., 1972 (Duke)
- ORNA HINES HARRIS (1978) Instructor, Nursing
B.S.N., 1973 (North Carolina Agricultural and Technical State University); M.S.N., 1976 (The University of North Carolina at Chapel Hill, School of Public Health)

- RUTH JANE HARRIS (1966) Assistant Professor, Nursing
Diploma in Nursing, 1944 (New England Deaconess Hospital School of Nursing); R.N., B.S.N., 1954, M.S., 1955 (Boston)
- SYLVIA KAY HART (1968) (on leave) Associate Professor, Nursing
B.S.N., 1962 (Duke); R.N., M.S.N., 1967 (Emory)
- BONNIE KEATON HENSLEY (1968) Associate Professor, Nursing
Diploma in Nursing, 1940 (Johns Hopkins School of Nursing); R.N., B.S.N., 1964 (The University of North Carolina at Chapel Hill); M.S.N., 1968 (Duke)
- MARION HIGHRIETER (1974) Assistant Professor, Nursing and
Associate Professor, School of Public Health
B.A., 1950 (Mt. Holyoke College); M.N., 1953 (Yale University); M.P.H., 1958 (Harvard University School of Public Health); D.Sc., 1969 (Harvard University)
- PATTI HILL (1974) Assistant Professor, Nursing
Diploma in Nursing, 1966 (North Carolina Baptist Hospital); R.N., B.S.N., 1969, M.S.N., 1973 (The University of North Carolina at Chapel Hill)
- CATHEE HUBER (1973) Assistant 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) Assistant Professor, Nursing
B.S.N., 1963 (Duke); R.N., M.Ed., 1969 (Michigan State)
- NANCY MATTINGLY HUNTER (1979) Instructor, Nursing
B.S.N., 1971, M.S.N., 1975 (University of Kentucky)
- VICKIE ROSAN HUTTER (1974) Lecturer, Nursing
B.S.N., 1965 (Alabama); R.N., M.S., 1967 (Colorado)
- FANNIE MAY JACKSON (1979) Assistant Professor, Nursing
B.S.N., 1962 (North Carolina Central University); M.S.N., 1965 (North Carolina A & T University)
- EVELYN JERNIGAN (1977) Clinical Instructor, Nursing
B.B., 1945 (Medical College of Virginia); M.S., 1970 (North Carolina State University)
- ELIZABETH LOUANA KEMBLE Professor, Nursing, Emerita (1971), and
Dean of the School of Nursing, Emerita (1966)
Diploma in Nursing, 1927 (College of Nursing and Health, Cincinnati); R.N., B.S.N., 1940 (New York); M.A., 1943, Ed.D. 1948 (Columbia)
- ERNEST N. KRAYBILL (1977) Clinical Assistant Professor, Nursing
& Associate Professor, Medicine
B.S., 1958 (Eastern Mennonite College); M.D., 1962 (University of Pennsylvania)
- BETTY H. LANDSBERGER (1976) Assistant Professor, Nursing
B.A., 1939 (Florida State); M.A., 1940 (University of Michigan); Ph.D., 1951 (Cornell University)
- DIANE R. LAUVER (1978) Instructor, Nursing
B.S.N., 1975 (Vanderbilt University); M.S.N., 1978 (University of Rochester)

- TRICIA A. LAWRENCE (1973) Associate Professor, Nursing
B.A., 1954 (Bates); M.A., 1960 (Columbia Teachers College)
- ARA MIXON LEWIS (1964) Associate Professor, Nursing
B.S., 1953 (Winthrop College); M.S., 1954 (Ohio State)
- ITRA LOWDERMILK (1974) Clinical Assistant Professor, Nursing
B.S.N., 1966 (East Carolina); R.N., M.Ed., 1974 (The University of North Carolina at Chapel Hill)
- MARY TAYLOR MARTOF (1979) Instructor, Nursing
B.S.N., 1973, M.S.N., 1976 (University of Maryland)
- IRLEY C. MASON (1973) Assistant Professor, Nursing
B.S.N., 1957 (The University of North Carolina at Chapel Hill); R.N., M.S.N., 1966 (Maryland)
- Y WAGONER MAY (1978) Instructor, Nursing
B.S.N., 1970, M.S.N., 1978 (The University of North Carolina at Chapel Hill)
- AROLYN FRITZ McCAIN (1978) Instructor, Nursing
B.S.N., 1971, M.S.N., 1974 (The University of North Carolina at Chapel Hill)
- DROTHY LILLIAN MERROW (1969) Associate Professor, Nursing
B.S.N.Ed., 1957 (Pittsburgh); R.N., M.S.N., 1965 (Duke)
- ANCY MILIO (1976) Professor, Nursing
B.S., 1960 (Wayne State University College of Nursing); M.A., 1965 (Wayne State); Ph.D., 1970 (Yale)
- NE MITCHELL (1975) Assistant Professor, Nursing &
Clinical Assistant Professor, Medicine
B.S.N., 1973, M.S.N., 1975, F.N.P., 1975 (Duke)
- TRICIA C. MOORES (1978) Assistant Professor, Nursing
B.S.N., 1970, M.S.N., 1972 (Medical College of Georgia)
- ELEN M. MURPHY (1975) Associate Professor, Nursing
and Chairperson/Core
B.S.N., 1956 (Mercy College of Detroit); M.S.N., 1968 (Wayne State University); M.P.H., 1975 (University of Michigan)
- RGINIA JOHNSTON NEELON (1973) Associate Professor, Nursing &
Resident Associate Professor, Medicine
B.S.N., 1957 (Duke); R.N., M.S.N., 1961 (California, San Francisco); Ph.D., 1972 (Duke)
- ATHERINE B. NUCKOLLS (1977) Professor, Nursing
and Chairperson/Primary Care
A.B., 1938 (University of Michigan); M.S.N., 1941 (Yale University); M.S.C., 1962, Ph.D., 1969 (The University of North Carolina at Chapel Hill)
- USAN E. PARKER (1977) Instructor, Nursing
B.S., 1962 (University of Connecticut); M.S., 1977 (Boston University)

- SUZZANE LOWRY PARKS (1975) Clinical Assistant Professor, Nursing
B.S., 1958 (Emory); M.S. 1959 (University of Maryland)
- FAYE DARK PICKARD (1968) Associate Professor, Nursing
B.S.N., 1959, R.N., M.S., 1968 (The University of North Carolina at Chapel Hill)
- SUSAN F. PIERCE Assistant Professor, Nursing
Diploma in Nursing, 1969 (Union Hospital School of Nursing); R.N., B.S., 1969 (Southeastern Massachusetts University); M.S., 1975 (The University of North Carolina at Chapel Hill)
- JUDITH RAHM (1974) Assistant Professor, Nursing
B.A., 1966 (College of St. Catherine); R.N., M.S., 1975 (The University of North Carolina at Chapel Hill)
- AUDREY S. ROGERS (1978) Lecturer, Nursing
Diploma, 1967 (St. Agnes Hospital S.O.N.); B.S.N., 1973 (University of Maryland); M.P.H., 1978 (The University of North Carolina at Chapel Hill, School of Public Health)
- ELEANOR JOYCE ROLAND (1978) Assistant Professor, Nursing
B.S.N., 1961 (Winston-Salem State College); M.S.N., 1977 (Seton Hall University)
- BARBARA RYNERSON (1974) Associate Professor, Nursing
B.S., 1957, R.N., M.S., 1962 (Oregon); Post-Masters, 1966 (California)
- MARIAN SMALLEGAN (1974) Associate Professor, Nursing and
Associate Professor, Educational Administration
A.B., 1945 (Hope College); M.A., 1947 (Illinois); Ed.D., 1969 (Boston University)
- LINDA SMITH (1976) Instructor, Nursing
B.S.N., 1973, M.S., 1975 (Duke)
- MARTHA C. SULLIVAN (1978) Lecturer, Nursing
B.S.N., 1963 (Duke University); M.S.N., 1966 (Emory University)
- INGRID ELIZABETH SWENSON (1978) Assistant Professor, Nursing
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B.S.N., 1971 (University of Maryland); M.P.H., 1973, DR. PH., 1976 (Johns Hopkins University)
- ELEANOR TAGGART (1977) Assistant Professor, Nursing
and Chairperson/Secondary Care
B.S.N., 1957 (Cornell University); M.S.N., 1970 (Case Western Reserve)
- DEBBIE THOMPSON (1975) Clinical Assistant Professor, Nursing
B.S.N., 1971, M.S.N., 1975 (The University of North Carolina at Chapel Hill)
- ELIZABETH TORNQUIST (1974) Lecturer, Nursing
B.A., 1954 (Duke); M.A., 1956 (Chicago)
- CLARA RAE WALTERS (1972) Assistant Professor, Nursing
B.S., 1961 (Goshen College); R.N., M.S., 1974 (The University of North Carolina at Chapel Hill)

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A.B., 1939 (Bryn Mawr College); Diploma in Nursing, 1944 (Medical College of
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B.A., 1953 (The University of North Carolina); Ph.D., 1963 (University of Wisconsin)

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B.S., 1961 (Texas Woman's University); R.N., M.S., 1965, Ph.D., 1969 (The University
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B.S.N., 1968 (University of Kentucky); M.S.N., 1976 (Medical College of Virginia at
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ADJUNCT FACULTY

ROBERTA LEIGH ANDREWS (1977) Adjunct Assistant Professor
B.S.N., 1965 (Virginia Commonwealth University); M.S.N., 1972 (The University of
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MINOR CADDELL (See Faculty)

ANTHIA COLE (1979) Adjunct Instructor
M.A. (Family Studies), 1972 (Michigan State University)

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B.S.N., 1975, M.S.N., 1977 (Duke University)

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Diploma 1964 (N.C. Baptist Hospital); B.S.N., 1967 (The University of North Carolina
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Maryland)

- NANCY GILLILAND (1977) Adjunct Assistant Professor
Diploma, 1948 (Greenville General Hospital, Greenville, S.C.); B.S.N., 1962 (The University of North Carolina at Chapel Hill); M.N., 1965 (Emory University)
- PATRICIA GREENE (1977) Adjunct Instructor
B.S.N., 1970 (University of Florida); M.S.N., 1973 (University of Florida)
- BETTY HADDOCK (1979) Adjunct Assistant Professor
B.S.N., 1973, M.S.N., 1975 (The University of North Carolina at Chapel Hill)
- NANCY HALL (1979) Adjunct Assistant Professor
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- ELIZABETH HAMBLET (1979) Adjunct Assistant Professor
B.S.N., 1963 (Boston College); M.S.N., 1970; (University of Maryland)
- GLENDIA HATTON (1977) Adjunct Instructor
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- JEAN HILL (1979) Adjunct Instructor
B.S.N., 1970 (Berea College); M.N., 1974 (University of South Carolina)
- CLYDE HOGSED (1977) Adjunct Assistant Professor
B.S. (Public Health), 1948 (The University of North Carolina at Chapel Hill); M.A. 1952 (Teachers College of Columbia)
- POLLY HUNT (1978) Adjunct Instructor
B.S.N., 1973 (The University of North Carolina at Chapel Hill)
- PATRICIA JACKSON (1977) Adjunct Assistant Professor
B.S.N., 1968, M.S.N., 1976 (The University of North Carolina at Chapel Hill)
- GREGORY JOHNSON (1977) Adjunct Instructor
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- MARJORIE LAND (1978) Adjunct Instructor
B.S.N., 1959 (North Carolina A & T University)
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- BARBARA MODIGH (1977) Adjunct Assistant Professor
B.S., 1957 (University of Connecticut); M.S.N., 1970 (The University of North Carolina at Chapel Hill)
- CAROL MOORE (1979) Adjunct Instructor
Diploma in Nursing, 1960 (North Carolina Baptist Hospital)
- LINDA MOORE (1979) Adjunct Instructor
B.S.N., 1969 (Berea College); M.S.N., 1977 (Duke University)
- HETTIE NAGEL (1977) Adjunct Instructor
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- GGY NORTON (1979) Adjunct Instructor
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- RVA M. PRICE (1977) Adjunct Instructor, & Clinical
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B.S., 1972 (North Carolina Agricultural and Technical State University); M.P.H., 1974
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- UISE SCHLACTER (1979) Adjunct Professor
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- BERT J. STREPAY (1979) Adjunct Assistant Professor
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