

History of the Joint Master of Social Work Program

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On a bright sunny day in May 1999, 27 students, having invested two years of classes and internships, walked across the stage in academic regalia to receive their diplomas for the Master of Social Work degree. For two universities within the consolidated University of North Carolina system, this commencement ceremony represented the culmination of 19 years of work to create and launch the third graduate-level social work program in North Carolina. The North Carolina Agricultural & Technical State University (NCA&TSU) and the University of North Carolina at Greensboro (UNCG) together forged a viable graduate structure leading to the Joint Master of Social Work (JMSW) program.

The vision and planning for the JMSW Program can best be understood by examining the history, mission, and culture of these two universities, and how the undergraduate social work program at each school first created a joint undergraduate field education program. The success of this field education program became the foundation for a Master of Social Work program managed and directed by both universities.

History of the Two Universities

The first public university in the United States was chartered in North Carolina in 1795 and established in Chapel Hill, North Carolina. Public higher education was closed to women, African-Americans, Native Americans, and some religious groups. During the 19th century, the educational needs of Blacks and women in North Carolina led to the establishment, in 1891, of colleges for these respective groups. The histories of these colleges—NCA&TSU and UNCG—provide a foundation for understanding the evolution of the Joint Master of Social Work program and how its mission was crafted.

North Carolina Agriculture & Technical State University

In the United States, by 1850 not a single public institution existed to support the scientific inquiry and research reflected in the emerging disciplines of agricultural science, manufacturing, engineering, and business (Brubacher & Rudy, 1976). In 1862, Congress passed the first Morrill Land Grant Act for states to establish institutions of higher education. Under this act, North Carolina received money for education, training and research in the “sciences of agriculture and mechanics.” This money was channeled to the state’s first and the nation’s oldest public university, the University of North Carolina in Chapel Hill. However, the statewide farmers’ movement, the NC Farmers’ Alliance, civic associations, and the Populist sentiment within the state’s General Assembly pushed for the establishment of a separate college to address not only the needs of farmers but also rising industrial interests of textile, tobacco, furniture, and mining. Thus, in 1887, the North Carolina General Assembly authorized the establishment of the North Carolina College of Agriculture and Mechanic Arts in Raleigh, the state capital. As the state’s land grant institution, this college was poised to receive the transfer of funds from the University of North Carolina as well as monies from the second Morrill Act of 1890 (NC State History, 2006).

However, one provision within the Morrill Act of 1890 created an opportunity for African-Americans in higher education. The 1890 act specifically prohibited payments of federal

money to any state which discriminated against Blacks in admission to tax-supported colleges or universities; however, states could receive money if they provided “separate but equal” institutions for minorities (Brubacher & Rudy, 1976). Before the North Carolina College of Agriculture and Mechanic Arts could receive funds under the second Morrill Act, arrangements had to be made to accommodate “colored students.” In 1891, the General Assembly authorized the establishment of the Agricultural and Mechanical College for the Colored Race. Although funds were not allocated to erect any building, the Board of trustees of the new A&M College made temporary arrangements for classrooms and student housing at Shaw University in Raleigh, a private institution affiliated with the Baptist Church and the oldest historically black college in the South (NCA&TSU, 2006)

The state legislation stipulated that the school could be located in any town or city in the state. Six North Carolina cities made application for this new school, but the Board of Trustees decided the most attractive was that offered by a group of city leaders from Greensboro. Their offer consisted of fourteen acres of land east of the downtown area and \$11,000 toward construction of academic buildings. The state legislators supplemented that amount by an additional \$2,500. The central building, designed by Dr. J.O. Crosby, the college’s first president, was made of brick and built by students of the Department of Industries (Brown, 1995). The college opened in Greensboro in the fall of 1893. The legislation stated, “The leading object of the institution shall be to teach practical agriculture and mechanic arts and such branches of learning as related thereto, not excluding academic and classical instruction.” Thus, original courses of study included agriculture, languages and literature, mathematics, business and industrial sciences and mechanics (NCA&TSU, 2006). For its first eight years, the school operated as a co-educational college. After 1901, women were no longer admitted for study.

Subsequently, the institution experienced substantial growth, both in the size of its campus and with new undergraduate programs and some graduate programs added. In 1915, the institution became known as The Negro Agricultural and Technical College of North Carolina. In 1928, women were again admitted. In 1967 the name was changed to North Carolina Agricultural & Technical State University (NCA&TSU). The University in 1972 became a constituent institution of the University of North Carolina’s 16-campus consolidated system (NCA&TSU, 2006)

During the 1960s, when the crucial social issue facing the nation was race relations, Greensboro and NCA&TSU were front-page news. On February 1, 1960, four students—David Richmond, Franklin McCain, Ezell Blair, Jr., and Joseph McNeil—sat down at the “whites only” lunch counter at the downtown Woolworth’s store and asked for service. Their peaceful protest ushered in the sit-in movement, which was emulated in other towns across the South and led to recognition of civil rights (NCA&TSU, 2006).

As North Carolina’s other land-grant institution, NCA&TSU offers degrees at the undergraduate, master, and doctoral levels. It is the leading granter of degrees to minorities in science, mathematics, engineering and technology, and continues to graduate the largest number of African-American engineers with both B.S. and Ph.D. degrees. Today, NCA&TSU is classified as a doctoral and research-intensive institution by the Carnegie Foundation for the Advancement of Teaching (NCA&TSU, 2006). Moreover, with the accreditation of the Joint Master of Social Work Program in 1999, the school had the additional honor of being the first historically black college or university (HBCU) in North Carolina to offer an MSW degree.

The University of North Carolina at Greensboro

Efforts to provide education for women came from various elements. Just as the NC Farmers' Alliance pushed for the establishment of a land-grant college to advance development of agriculture, in 1890 it requested the state to provide monies for the education of white females. The NC Teachers Assembly, the earliest professional association of teachers in the state, passed annual resolutions calling for the establishment of a normal college for the education and preparation of teachers.

One North Carolina educator who rose to lobby for the education of women was Charles D. McIver. As a graduate of the University of North Carolina at Chapel Hill, he was chosen by the Office of the Superintendent of Public Instruction to hold teacher-training institutes. As he traveled across the state providing such training, he constantly wrote, spoke, and lobbied state legislators about the benefits of and the moral obligation to educate young women. Finally, in 1891, at the urging of Governor Fowler, the North Carolina General Assembly voted to establish the State Normal and Industrial School for White Girls. Charles D. McIver was chosen to be the first school's president (Trelease, 2003)

The legislature chartered the school, but it needed a home. McIver's hope was for a town or city to pledge land and contribute money for constructing buildings. Then the citizens of Greensboro pledged \$30,000 through bonds and two businessmen, R.S. Pullen and R.T. Gray, donated a 10-acre site near Moore's Mineral Springs so students would have easy access to drinking water for their rooms and other purposes (Salsi, 2002). The school opened in 1892 offering a two-year course of study; by 1902, a four-year course of study focusing on business or secretarial sciences, domestic science, and teaching was instituted. McIver served as president until his death in 1902.

The school's name went through a series of changes. In 1896 it became the State Normal and Industrial College; by 1919, it was renamed the North Carolina College for Women. It began to lay out a liberal arts curriculum within which students could select a major to emphasize a particular area of study (Smith, 1990). With emphasis on the fields of teaching, home economics, music, and physical education, the school soon established a reputation for providing North Carolina with outstanding teachers, home economists, administrators, and researchers.

In 1932 it was one of the three charter institutions, along with North Carolina State University in Raleigh and the University of North Carolina at Chapel Hill, to become a part of the consolidated University of North Carolina. At this time the school became known as The Women's College of the University of North Carolina. By 1963, reflecting the movement of traditional men's and women's colleges toward co-education, it was renamed the University of North Carolina at Greensboro (UNCG).

In 1971, North Carolina's General Assembly combined all 16 of the state-supported institutions of higher education into a single system, the University of North Carolina, with a president and board of governors. Each constituent institution has autonomy through a separate board of trustees and is administered by a chancellor. In 1996, Dr. Patricia Sullivan became the first female chancellor to be formally installed as Chancellor of the University of North Carolina at Greensboro (Trelease, 2003). Today, as a public comprehensive university, it is highly regarded for its strong liberal arts and professional programs, and is classified as a research university by the Carnegie Foundation.

The Foundation for the JMSW Program: Undergraduate Social Work and Undergraduate Field Education Programs

Chartered in the same year (1891), North Carolina A&T State University and the University of North Carolina at Greensboro both developed undergraduate courses in the field of social work which reflected their respective missions and the needs of their constituents. Both schools established early undergraduate majors within the parameters of what was then referred to as "social services." When the Council on Social Work Education (CSWE) first authorized accreditation of undergraduate social work education, NCA&TSU and UNCG were two of the original 32 programs in the United States and Canada to receive the full five-year accreditation. Each program has been continuously accredited since 1974. The development of the joint undergraduate social work field education program between the two undergraduate social work programs became the foundation for the future graduate social work program.

In 1967, Dr. Will B. Scott was recruited to direct the Department of Social Sciences at NCA&TSU, which housed sociology and the social service program. In 1968 the department reorganized under a new name, the Department of Sociology and Social Services, with two majors, leading to the Bachelor of Arts degree in Sociology and the Bachelor of Social Service degree. As the social service curriculum evolved, based on guidelines and curriculum standards set by CSWE, and with the social work program receiving accreditation in 1974, by 1981 the Bachelor of Social Service degree was changed to the Bachelor of Social Work to reflect the course of study and relationship with the profession.

At UNCG, Mereb Mossman pushed the study of social work, which was offered as a concentration within the Department of Sociology. As social work evolved into a formal course of study, by 1974 it too received accreditation from CSWE. By 1976, the department faculty decided that the "goals of the Sociology Department and those of the Social Work Program were not compatible" (Smith & Stephens, 1981). The social work program separated from sociology and in 1980-81 was recognized as a separate department.

The competition for agency internship opportunities for undergraduate social work students is intense in Greensboro and Guilford County due to the presence of five additional four-year colleges and a technical community college. All these compete for student placements. Both NCA&TSU and UNCG have had different experiences in the recruitment and placement of students in agency programs. Dr. Ronald Federico, Mereb Mossman, and Virginia Stephens of UNCG and Dr. Will Scott and Dr. Frances Logan of NCA&TSU wrote the first paper (1974) discussing the factors and forces which propelled the two programs to create a joint field program. For purposes of reporting, the following themes leading to the development of the joint social work field education program were distilled from that document and from a follow-up report presented by Ruthena Smith of NCA&TSU and Virginia Stephens of UNCG at the 1981 Annual Program Meeting of CSWE (Smith & Stephens, 1981).

Traditionally-white agencies were exhibiting resistance to accept students from the Social Service program at NCA&TSU. Upon Dr. Scott's arrival at NCA&TSU, he immediately worked to change the curriculum, strengthen course offerings, and provide students with a solid classroom foundation for preparation for their field education experience. However, even with these efforts, NCA&TSU found it difficult to place students in predominantly white agencies in town. Often agencies would take a non-committal attitude toward the A&T student. When NCA&TSU faculty assumed a field placement was all arranged, the agency would call at the last moment and cancel or defer having an A&T student, using the excuse that the student was not ready. It would be discovered later that the agency had accepted a UNCG student. In agencies that had both NCA&TSU and UNCG students, other incidents occurred. Students reported little

to no communication or interaction among themselves; some field supervisors ignored the A&T student and assigned tasks and responsibilities to the UNCG student. Other subtle prejudice and blatant discriminatory behaviors were experienced by NCA&TSU students. UNCG students were assigned projects or interesting cases, while NCA&TSU students were assigned tasks such as resource finding, referrals, or filing.

In an effort to maximize learning opportunities for NCA&TSU students and to strengthen his program, Dr. Scott secured external funds under Title VII, Section 707, Social Security Act under the Social and Rehabilitation Services (SRS) legislation, administered by the Department of Health, Education, and Welfare (DHEW). Based upon a national concern about having an insufficient number of available trained social workers to serve in health and rehabilitation settings, SRS legislation made grants for social work education and training to graduate and undergraduate programs (Spencer & Mitchell, 1971). Using SRS monies, Dr. Scott strengthened the curriculum and course content, and instituted new courses. He also provided a myriad of opportunities from 1969 to 1972 for undergraduate students to attend and participate in conferences, travel, workshops, and lectures across the state, region, and nation. With access to these opportunities, NCA&TSU undergraduate students were specifically recruited to attend nationally recognized graduate social work programs at University of Wisconsin, George Warren Brown in St. Louis, Rutgers University, Case Western Reserve University, University of Michigan, University of Chicago, University of Pittsburgh, Indiana University, and Fordham University.

A specific event led these two undergraduate social work programs to work together and forge a joint field education program. When UNCG submitted a grant for SRS (707) monies for support of its social welfare program, its proposal was approved at the state level, but the regional Office of Civil Rights (OCR) in Atlanta requested a meeting of the two undergraduate programs. NCA&TSU had also applied for 707 funds for continuation of a consortium with University of Wisconsin it had established in 1968. The OCR, under DHEW, had responsibility for enforcing Title VI of the Civil Rights Act of 1964. In 1969, the OCR and the UNC system were engaged in negotiations about the appropriate way and means to desegregate the states' public universities (UNC Archives, May, 2000). During a meeting with the undergraduate social work department directors, the regional OCR representative expressed concern about funding two programs in the same city. He proposed that the two programs should find ways to work cooperatively, share resources, and engage in efforts to enhance the educational experience of their students. It was clear that two separate but similar programs in the same city would not be eligible for federal training grant monies. UNCG's grant for 707 funds was not approved; NCA&TSU's did receive 707 funding (Logan, Scott, Federico, et al., 1974).

From this meeting, NCA&TSU and UNCG initiated informal faculty and student meetings with the program chairs, deciding to examine the possibility of developing a cooperative field education program. A faculty member from each school was designated as field coordinator and given the task of developing a plan to create a unified field program. In the fall of 1973, the new combined field education program was initiated and has been operating to coordinate, place, supervise, and evaluate undergraduate social work majors ever since (Federico, Logan, et al., 1974; Smith & Stephens, 1981).

Establishing the Joint Master of Social Work Program (JMSW)

The idea of establishing a graduate social work program in the Piedmont area of the state was first initiated in 1979 by the University of North Carolina at Greensboro (UNCG). Dr. Thomas B. Scullion, chair of the undergraduate program at the time, prepared and submitted a

“Request to Plan” proposal to establish a MSW program in accordance with the administrative guidelines set forth by the General Administration of the University of North Carolina system. Dr. Frances Logan, who became chair of the Department of Sociology & Social Work at NCA&TSU, was informed by UNCG of the intention to establish a graduate program and was kept apprised of these efforts. NCA&TSU supported UNCG’s initiative since this would be the second graduate social work program to serve the state. The first and only social work program in the state was the School of Social Work at the University of North Carolina in Chapel Hill, originally established in 1920 to train personnel for public welfare agencies. East Carolina University in Greenville was working to establish a MSW program to serve the eastern areas of the state. The proposed program in Greensboro would provide geographic balance across the state.

Beginning in 1969, the Office of Civil Rights and the UNC system had engaged in contentious negotiations as to the appropriate means for desegregating the state’s system of public higher education. The OCR in 1970 had responsibility for enforcing Title VI of the Civil Rights Act of 1964. It found the UNC system had not aggressively worked to disassemble the vestiges of its historical, segregated system. The University began to draft a desegregation plan to comply with Title VI. In June 1973 UNC submitted “A State Program to Enlarge Educational Opportunity in North Carolina” to the OCR. The plan sought to increase minority enrollment at both its traditionally white and traditionally black institutions. This would be accomplished by establishing remedial programs, expanding financial aid for all students, encouraging cooperation and exchange between institutions, and instituting an anti-discrimination policy for admissions and employment for all campuses. This plan was rejected by OCR, and for the next eight years, self-studies, drafts, proposed plans, revisions, meetings, and negotiations took place. One proposal focused on the elimination of program duplication at geographically proximate institutions.

With no compromise in view, DHEW in 1979 announced it would begin terminating federal funding to the University of North Carolina system. The University filed suit in federal court to stop termination of funds until the completion of administrative proceedings between the parties. These hearings were held July 1980 through July 1981; however, behind the scenes, negotiations for a settlement between DHEW and the UNC system continued. On July 13, 1981, the University of North Carolina system and the United States Department of Education filed a Consent Decree with the US District Court and four days later, it was accepted by Judge Franklin Dupree. The parties executed a compromise rather than a court-imposed settlement. Based upon this Consent Decree, the OCR would again directly push for NCA&TSU to work with UNCG to establish a MSW program in Greensboro.

In 1982, UNCG was directed by General Administration (GA) of the UNC system to resubmit the proposal to plan a graduate program as a consortium with NCA&TSU. This action by GA directly followed the recent Consent Decree entered into by the UNC system and OCR on July 1981 (UNC Archives, May, 2000). In that year Dr. Sarah V. Kirk became chair of the Department of Sociology and Social Work at NCA&TSU. Dr. Kirk and Dr. Thomas Scullion, chair of the social work program at UNCG, would continue the task of moving a joint MSW program forward. Since General Administration of the University of North Carolina system had no model or previous experience in how two separate universities could offer one degree, the development and implementation of the joint MSW program was given directly to the two institutions to figure out how to operationalize a joint program. Over the subsequent years, the development of the joint program would be hampered by administrative delays, personnel changes, slow bureaucratic communication, and lack of financial support by General Administration.

The faculties of the two undergraduate social work programs began to meet in 1983 to devise a workable joint MSW program. In 1984 East Carolina University launched the second MSW program in the state; NCA&TSU and UNCG would push forward to develop the state's third program. As the faculty and members of General Administration worked on trying to conceptualize a joint graduate program, the two chancellors of the universities at the time, Dr. Edward Fort of NCA&TSU and Dr. Charles Moran of UNCG, were committed to its development. In the fall of 1986 both chancellors provided the MSW planning committee their conceptual framework of what the joint program would be (Joint Memorandum of December 3, 1986). This document would be used by MSW planning committee to craft a joint graduate program.

By April 1987, a new "Request for Authorization to Establish a New Degree Program" was developed and submitted to General Administration with the following specifications: Students enrolled would meet common admission standards and satisfy common curriculum and degree requirements; each institution would admit an equal number of students; and upon graduation students would receive the degree from the institution that admitted them with designation that they were graduates of the joint MSW program. Teaching would be carried out by existing and newly appointed faculty, with an equal number of faculty members from each university. Students would be admitted by a joint admission committee of six faculty members representing each school, and upon admission would remain students of the admitting university.

The MSW degree would require 60 semester hours of credit. Thirty hours were of a common core, with the second-year students allowed to choose between two program-degree tracks: micro, comprising direct services; or macro, focusing on larger systems including administration, planning, research, and community development. Another key element in the proposal was an advanced-standing program to allow graduates from accredited bachelor social work programs to apply for admission to the second year of study. This would be put in place after the program was in operation for two years.

Numerous discussions, inter-university meetings, deliberations with General Administration occurred to set the proposed plan in place. Also lengthy correspondence with the Council on Social Work Education (CSWE) occurred as the planners sought clarification and guidance on how to structure the administration of a joint program between two universities (Correspondence CSWE, May 18, 1989). After considerable discussion and deliberation between the MSW planning committee and General Administration of the UNC system, a revised "Request for Authorization to Establish a JMSW Program" was submitted in June 1989. In the following four years, the proposed program was scrutinized, reviewed, and modified. Meanwhile, personnel changes within key academic departments at both schools took place and slowed the process. The road to gaining approval could be described as slow, tortuous, and circuitous. However, the Board of Governors of the University of North Carolina system finally gave approval to establish the Joint MSW Program on September, 10, 1993. The academic officers of the two institutions, Dr. Edward Hayes, NCAT&SU Vice Chancellor for Academic Affairs, and Dr. Donald DeRosa, UNCG's provost, were instrumental in moving the proposed joint program forward. The anticipated start-up date would be January 1995, with applications available in April 1994 (Memorandum, January 1994).

Having receiving confirmation from the UNC Board of Governors to move forward, the chairs of the undergraduate social work programs at both universities and one faculty member from each department became the JMSW Administrative Council (Memo, November 23, 1993). Clearly, the effort to launch a new program and having to work with two institutions and the bureaucratic structures of various departments was daunting. Tasks included developing

admission applications and admissions procedures with two graduate schools; designing new courses to be accepted and approved by various departments, colleges, schools, and institutional committees of the two universities; preparation of documents for CSWE; release time for faculty members to begin the planning process; and institutional commitment to hire additional MSW faculty members.

UNCG proceeded to allocate monies for additional designated JMSW faculty. However, NCA&TSU delayed money for new faculty for another two years, reflecting the changes in its academic affairs office and the College of Arts and Sciences where its Department of Sociology and Social Work was housed. Both institutions were apprehensive about preparing the application for initial accreditation, as not only did no other joint program exist within the UNC system, but there was not even a joint social work program in the nation to emulate.

After a series of letters and numerous conference calls to CSWE, the Division of Standards and Accreditation provided specific parameters for initial accreditation application (Letter, December 28, 1993, CSWE to A&T Academic Vice-Chancellor). To complete the Application for Candidacy for submission to CSWE, a consultant was hired in May 1994 to review and work with the staff across three days to examine these questions and tasks necessary to complete the application. Again, the administrative structure, the mission and objectives of the program, and the committees and advisory structure were reviewed. The program adopted advanced generalist social work as the model for the program: the first year of study is the foundation year; second-year students select one of five proposed areas-of-practice. Two of the sociologists in NCA&TSU Department of Sociology and Social Work, Dr. Fasih Ahmed and Dr. Lawrence Shornack, were primarily responsible for completing a new feasibility study. During the 1994-1995 year UNCG and NCA&TSU each hired two faculty members for the JMSW program.

The application materials were filed by the joint program in the fall of 1995. In the application for candidacy, the JMSW administrative heads were responsible for the administration and management of the undergraduate programs, as well as the JMSW program. Dr. Sarah Kirk at NCA&TSU had additional responsibility as chair of a combined undergraduate sociology program. In December 1995, after numerous meetings within and between the institutions, each university agreed to enter into a signed, contractual document to support the development of the JMSW program (December 1, 1995 letter to CSWE). Specific issues about administrative structure and management were addressed. The program directorship would rotate every four years; hence Dr. Sarah Kirk of NCA&TSU would serve as the JMSW program's first director starting in 1995 with Dr. Scullion of UNCG as associate director. An Inter-University Council would be developed, wherein the program director would report and have access to administrative, graduate deans, and chief academic officers of the two institutions. The Inter-University Council would meet quarterly; the universities would support the program director's salary and create separate budgets for graduate and undergraduate social work program. Specifically, it would allocate three JMSW faculty positions for each campus and secretarial support on both campuses for the program. The BSW field education program coordinators would also be responsible for the JMSW field education program, with appropriate release time.

The program had hoped for a fall 1996 start-up, but with the additional items needing completion, such as the appointment of a commissioner as consultant, outside readers for the self-report, placement of a site visit on CSWE's agenda, the anticipated admission of the first class of the JMSW program was revised for August 1997. In May 1996, a pre-candidacy visit was completed and in October 1996, the program was granted candidacy status.

Plans for admitting the first JMSW class proceeded with increased intensity. Applicants could apply through either graduate school. Action was taken to refine the admission process; to design the program brochure, application packet; course syllabi and student handbook; to plan for registration procedures, student mailboxes, appointment of advisory committees, and teaching assignments—all of these were completed. By the end of 1996, the public affairs offices at each campus released news about the JMSW program to local and regional newspapers. The first graduate class of the joint MSW program began its course of study in the fall of August 1997.

JMSW Program Expansion

After receiving initial accreditation in 2000, the JMSW program undertook the task of developing an alternative program to the traditional two-year full-time program. After review of the feasibility study and discussion with area agency administrators and the program's advisory boards, it was decided to offer either an advanced-standing or a part-time program whereby a student could complete study within three years. After more extensive review and discussion, it was decided that a three-year part-time program would be the best fit. In the fall 2002 semester, the first class cohort was admitted to study in the week-end program and graduated 2005.

To provide further program opportunities, the JMSW program in May 2005 moved towards developing an advanced-standing program. The JMSW program plans to provide opportunity for undergraduate social work at NCA&TSU and UNCG and other highly qualified graduates from other baccalaureate social work programs to study in the JMSW advanced-standing program. The anticipated start up date for the advanced standing program has not been determined.

Program Success

Success can be measured using various benchmarks and measures. Both universities worked prodigiously to create the JMSW program. The efforts of the original JMSW program director, associate director, and founding JMSW faculty who prepared for the first JMSW class admitted in fall 1997, initial accreditation in 2000 are commendable. Any new program faces innumerable barriers. The challenges they confronted were many: developing a logo, application materials, recruitment materials; deciding application ratings and admissions; creating necessary student handbooks; planning field education recruitment, training and placement; working out details with two financial aid offices, two libraries, two bookstores, student registration and ID centers; designing web-sites, orientation procedures and even diplomas; coordinating student health and support services, parking offices and computer centers; creating a student honor society, student organization and mentoring program—all these and many other challenges were met and a viable program began.

If one uses numbers for success, the JMSW certainly can provide these. The first graduating JMSW class in 1999 consisted of 27 students; as of May 2006 the program has graduated 260 students. If one uses reports by alumni opinions, alumni surveys continue to report positive outcomes. Alumni and alumnae report the joint program offers the most diverse, realistic, and holistic foundation in preparing them for their first professional social work job. The jobs they report often comprise not only clinical work but also managerial and planning tasks, which clearly underscore the program curriculum model, the advanced generalist. Former graduates, who have remained in the state and moved to other states, have advanced into leadership positions in their respective agencies, assumed leadership positions in their communities, social work professional organizations, and several have pursued doctoral degrees.

JMSW graduates are not only stepping forward to complete the field education training program for our program, but they also serve as field education supervisors for other undergraduate and graduate social work programs in the state. JMSW students participate in international travel and educational opportunities and present their research at regional, national, and international conferences.

Over 55 students have successfully completed training through the Child Welfare Education Collaborative, increasing trained professional social workers in public child welfare agencies across the state. In her report about the success of the JMSW program, Kara McDonald (2005) interviewed current students and former graduates who recognized that the strength of the program was the focus on diversity and the challenge social workers confront in issues pertaining to diversity, as they carry out multiple roles of clinician, administrator, community organizer, researcher, and active informed citizen.

The JMSW program has been an unqualified success as exemplified by the following achievements. This joint MSW program between two historical institutions is the first truly joint degree offered in the UNC system. It provides options of a traditional full-time and three-year program with an advanced-standing program to be added. Its pool of JMSW alumni along with an active alumni association is increasing. It is committed to prepare social work professionals for the changing field of social work. JMSW class compositions reflect in-state and out-of-state students along with international students. A solid field training and education program has been duplicated by other programs in the state and nation. JMSW graduates are represented in clinical, administrative, research, and teaching positions across the region, state, and nation. Its faculty members publish and present their work at regional, national, and international conferences. All of these accomplishments underscore a successful program.

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