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Record of
**The University
of North Carolina
at Chapel Hill**

School of Social Work

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Record of
The University
of North Carolina
at Chapel Hill

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Announcements for 1984-1985

School of
Social Work

January 1984

Number 952

Statement on Equal Educational Opportunity

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the Assistant to the Chancellor. Moreover, The University of North Carolina at Chapel Hill is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

THE UNIVERSITY OF NORTH CAROLINA

Sixteen Constituent Institutions

WILLIAM C. FRIDAY, B.S., LL.B., LL.D., D.C.L., President

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

RAYMOND H. DAWSON, B.A., M.A., Ph.D., Vice President – Academic Affairs

EDGAR WALTON JONES, B.S., M.S., Ph.D., Vice President – Research and Public Service

L. FELIX JOYNER, A.B., Vice President – Finance

CLEON F. THOMPSON, JR., B.S., M.S., Ph.D., Vice President – Student Services and Special Programs

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

TRUDY ATKINS, A.B., M.F.A., Assistant to the President for Public Information

GARY T. BARNES, B.A., Ph.D., Associate Vice President – Planning

HUGH S. BUCHANAN, JR., B.A., Associate Vice President – Finance

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

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

DAVID N. EDWARDS, JR., B.A., J.D., Special Assistant to the President

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

ELLEN H. KEPLEY, Associate Vice President – Finance

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

PAUL B. MARION, Jr., B.A., M.A., Ph.D., Associate Vice President – Student Services and Special Programs

R. D. McMILLAN, JR., B.S., Assistant to the President for Governmental Affairs

JEFFREY H. ORLEANS, B.A., J.D., Special Assistant to the President

ARTHUR PADILLA, B.S., M.A., Ph.D., Associate Vice President – Academic Affairs

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

DONALD J. STEDMAN, B.A., M.A., Ph.D., Associate Vice President – Academic Affairs

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

History of the University

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

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

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

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

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

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

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

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SCHOOL OF SOCIAL WORK CALENDAR 1984-1985

SUMMER SESSION, 1984

First Term

April 30, Monday	First Day of Field Instruction
May 21, Monday	Registration
May 22, Tuesday	First Day of Classes
May 23, Wednesday	Last Day for Late Registration
May 28, Monday	Holiday, Memorial Day
June 8, Friday	Last Day to Apply for August Graduation
June 11, Monday	Comprehensive Examinations, Concentrations A and B
June 15, Friday	Last Day to Drop a Course
June 22, Friday	Last Day of Classes
June 23, Saturday	Reading Day
June 25-26, Monday-Tuesday	Final Examinations

Second Term

July 2, Monday	Registration
July 3, Tuesday	First Day of Classes
July 4, Wednesday	Holiday, Independence Day
July 5, Thursday	Last Day for Late Registration
July 27, Friday	Last Day to Drop a Course and Essays Due for August Graduates
August 3, Friday	Last Day of Classes
August 4, Saturday	Reading Day
August 6-7, Monday-Tuesday	Final Examinations
August 7, Friday	Last Day of Field Instruction

Special Orientation for Advanced Standing Students

July 3, Tuesday	Registration, Session Begins
August 3, Friday	Last Day of Special Session

FALL SEMESTER, 1984

August 15, Wednesday
 August 22-24, Wednesday-Friday
 August 27, Monday

 August 27-31, Monday-Friday
 August 28, Tuesday and
 August 29, Wednesday
 September 3, Monday
 September 4, Tuesday

 September 17, Monday

 September 21, Friday

 October 12, Friday
 October 12, Friday (5:00 P.M.)
 October 17, Wednesday (8:00 A.M.)
 October 29-November 2, Monday-Friday
 November 12, Monday

 November 16, Friday
 November 21, Wednesday (1:00 P.M.)
 November 26, Monday (8:00 A.M.)
 December 4, Tuesday
 December 7, Friday
 December 10, Monday
 December 11-20, Tuesday-Thursday
 December 19, Wednesday

Fall Semester Opens
 Orientation and Registration
 First Day of Classes, First Year Students
 and First Day of Field Instruction,
 Second Year Students
 Late Registration (\$5.00)
 Field Orientation,
 First Year A Students
 Holiday, Labor Day
 First Day of Field Instruction,
 First Year A Students
 Comprehensive Examinations,
 Concentration B
 Last Day to Apply for December
 Graduation
 University Day
 Fall Recess Begins
 Instruction Resumes
 Pre-registration for Spring Semester
 Comprehensive Examinations,
 Concentration A
 Last Day to Drop a Course
 Thanksgiving Recess Begins
 Instruction Resumes
 Essays Due for December Graduates
 Last Day of Classes
 Reading Day
 Final Examinations
 Last Day of Field Instruction

SPRING SEMESTER, 1985

January 7-8, Monday-Tuesday
 January 9, Wednesday

 January 9-15, Wednesday-Tuesday
 January 10, Thursday

 January 19, Saturday

 January 25, Friday
 March 1, Friday (5:00 P.M.)
 March 11, Monday (8:00 A.M.)

Registration and Drop/Add
 First Day of Classes and First Day of Field
 Instruction, Second Year Students
 Late Registration (\$5.00)
 First Day of Field Instruction, First Year
 Students
 Comprehensive Examinations,
 Concentration B
 Last Day to Apply for May Graduation
 Spring Recess Begins
 Instruction Resumes

March 16, Saturday

April 1-5, Monday-Friday

April 8, Monday

April 18, Thursday

April 24, Wednesday

April 25, Thursday

April 26, Friday

April 29-May 8, Monday-Wednesday

May 12, Sunday

Comprehensive Examinations,
Concentration A

Pre-registration for Summer and Fall
Holiday, Easter Monday

Essays Due for May Graduates

Last Day of Field Instruction, Second
Year Students

Last Day of Classes for All Students
and Last Day of Field Instruction, First
Year Students

Reading Day

Final Examinations

Graduation



Dean John B. Turner

ADMINISTRATION AND FACULTY

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

CHRISTOPHER COLUMBUS FORDHAM III, M.D., Chancellor

SUSAN HAUGHTON EHRINGHAUS, J.D., Assistant to the Chancellor

DOUGLASS HUNT, LL.B., Special Assistant to the Chancellor

CLAIBORNE STRIBLING JONES, Ph.D., Special Assistant to the Chancellor

*HAROLD GENE WALLACE, M.Div., Acting Affirmative Action Officer

DONALD ARTHUR BOULTON, Ed.D., Vice Chancellor and Dean of Student Affairs

**HOWARD GARLAND HERSHEY, Jr., Vice Chancellor, Health Affairs

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

JOHN CHARLES MORROW III, Ph.D., Provost

JOHN DOUGLAS SWOFFORD, M.Ed., Director of Athletics

ROLLIE TILLMAN, JR., D.B.A., Vice Chancellor, University Relations

HAROLD GENE WALLACE, M.Div., Vice Chancellor, University Affairs

FARRIS WADE WOMACK, Ed.D., Vice Chancellor, Business and Finance

THE SCHOOL OF SOCIAL WORK

JOHN B. TURNER, M.S.S.A., D.S.W., Dean

SUE S. CASTLE, B.S., Administrative Manager

JACK M. RICHMAN, M.S.W., Ph.D., Assistant Dean¹

CLIFFORD W. SANFORD, M.A., M.S.W., Executive Director of Group Child Care
Consultant Services

J. ANN SULLIVAN, M.S.W., Acting Director, National Child Welfare Leadership
Center²

RICHARD H. UHLIG, M.S.W., Ph.D., Director of Admissions and Financial Aid

REGINALD O. YORK, M.S.W., D.S.W., Director of Field Instruction

*Effective November 1, 1983.

**Effective November 14, 1983.

1. Effective 10-1-83.

2. Effective 2-1-83.

ADMINISTRATIVE BOARD

- MORRIS H. COHEN, M.A., Associate Professor of Social Work (12-31-83)
 S. RACHEL DEDMON, M.S.S.W., Ph.D., Associate Professor of Social Work (12-31-82)
 H. CARLISLE HENLEY, JR., M.S.P.H., Ph.D., Associate Professor of Social Work
 (12-31-83)
 ALBERT W. KING, M.S.W., Assistant Professor of Social Work (12-31-83)

FACULTY

Professors

- PHILIP W. COOKE, M.S.W., The University of North Carolina at Chapel Hill; D.S.W.,
 University of Pennsylvania
 ANDREW W. DOBELSTEIN, M.S.W., Case Western Reserve, Ph.D., Duke University
 ARTHUR E. FINK, M.S.W. and Ph.D., University of Pennsylvania; Professor Emeritus,
 1973
 MAEDA J. GALINSKY, M.S.W. and Ph.D., University of Michigan; Chairperson of Ser-
 vices to Individuals, Families, and Groups Concentration
 ALAN KEITH-LUCAS, M.A., Cambridge University, M.S.S.A., Case Western Reserve;
 Ph.D., Duke University; Alumni Distinguished Professor Emeritus, 1975
 KERMIT B. NASH, M.S.W., Howard University; Ph.D., Union Graduate School³
 MORTON I. TEICHER, M.S.W., University of Pennsylvania; Ph.D., University of
 Toronto
 JOHN B. TURNER, M.S.S.A. and D.S.W., Case Western Reserve; William Rand Kenan,
 Jr., Professor of Social Work

Associate Professors

- MORRIS H. COHEN, M.A., Sarah Lawrence College; M.Sc., Case Western Reserve⁴
 S. RACHEL DEDMON, M.S.S.W., University of Tennessee; Ph.D., Smith College
 H. CARLISLE HENLEY, JR., M.S.P.H. and Ph.D., The University of North Carolina at
 Chapel Hill
 AUDREYE E. JOHNSON, M.A., University of Chicago; Ph.D., University of Denver
 JANICE H. SCHOPLER, M.S.W., University of Michigan
 RICHARD H. UHLIG, M.S.W., University of California at Berkeley; Ph.D., Brandeis
 University
 REGINALD O. YORK, M.S.W. and D.S.W., Tulane University; Chairperson of Organiza-
 tional and Community Services Concentration

Assistant Professors

- PETER J. JOHNSON, M.S.W., Smith College; Ph.D., Florida State University
 ALBERT W. KING, M.S.W., The University of North Carolina at Chapel Hill
 HORTENSE K. McCLINTON, M.S.W., University of Pennsylvania
 GARY M. NELSON, M.S.W. and D.S.W., University of California at Berkeley

3. Effective 8-1-83.

4. Leave of Absence 1-1-83 through 12-31-84.

Lecturers

- DOROTHY N. GAMBLE, M.S.W., Columbia University
 ELAINE L. GOOLSBY, M.S.W., The University of North Carolina at Chapel Hill
 ERWIN H. PLUMER, M.S.S.S., Boston University; Group Child Care Consultant⁵
 EDWARD B. RICE, M.S., Georgia State University; Group Child Care Consultant
 CLIFFORD W. SANFORD, M.A., Carver School of Missions and Social Work; M.S.W.,
 The University of North Carolina at Chapel Hill
 WILLIAM G. SAUR, M.A., New York University; M.S.W., Ph.D., Florida State University
 JO S. SHORT, M.S.W., The University of North Carolina at Chapel Hill
 PATRICIA B. SIPP, M.S.W., The University of North Carolina at Chapel Hill; Group
 Child Care Consultant
 SARAH H. SMITH, M.S.S., Smith College⁶
 LARRY A. WEESE, M.S.S.W., University of Tennessee; Group Child Care Consultant

Clinical Faculty

- THOMAS D. MORTON, Clinical Instructor and Senior Specialist for Child Welfare
 Program Development, National Child Welfare Leadership Center, M.S.W., Univer-
 sity of Michigan⁷
 JACK M. RICHMAN, Clinical Assistant Professor, M.S.W., State University of New
 York at Albany; Ph.D., Florida State University⁸
 J. ANN SULLIVAN, Clinical Instructor, M.S.W., University of South Carolina⁹

Visiting Faculty

- HOPE W. DAVIS, Visiting Lecturer, M.A., University of Chicago
 REBECCA T. DAVIS, Visiting Lecturer, M.S.W., The University of North Carolina at
 Chapel Hill
 LISA P. GWYTHYR, Visiting Lecturer, M.S.S.A., Case Western Reserve
 HOWARD N. LEE, Visiting Lecturer and Development Officer, National Child Wel-
 fare Leadership Center, M.S.W., The University of North Carolina at Chapel Hill
 CONSTANCE C. SALTZ, Visiting Lecturer, M.A., M.S.W. and Ph.D., University of
 Michigan
 MARTHA J. SORENSEN, Visiting Lecturer, M.A., University of South Florida; M.S.W.,
 The University of North Carolina at Chapel Hill
 JAMES K. WHITTAKER, Visiting Professor, M.S.W., University of Michigan; Ph.D.,
 University of Minnesota

Research Associates

- HELEN J. BERRY, M.S.W., The University of North Carolina at Chapel Hill
 PATRICIA B. COURTRIGHT, M.A., The University of North Carolina at Chapel Hill¹⁰

5. Resigned 11-13-83.
 6. Terminated 6-30-83.
 7. Effective 1-1-83.
 8. Effective 10-1-83.
 9. Effective 2-1-83.
 10. Effective 5-15-83.

GEORGE H. HAMILTON V; B.A., The University of North Carolina at Chapel Hill ¹¹

SUSAN H. LAMBETH, B.A., The University of North Carolina at Chapel Hill ¹²

SUSI LIEFF, M.S.W., Columbia University; M.P.H., The University of North Carolina at Chapel Hill ¹³

ANNE G. REYNOLDS, M.S.W., The University of North Carolina at Chapel Hill

LOTTIE L. SNEED, B.A., North Carolina Central University

Adjunct Instructors

KEITH E. ALDRIDGE, M.S.W., The University of North Carolina at Chapel Hill

ALICE J. ALSTON, M.S.W., The University of Michigan

SARAH Y. AUSTIN, M.S.W., The University of North Carolina at Chapel Hill

BESS P. AUTRY, M.S.W., The University of North Carolina at Chapel Hill

LISA H. BARNHARDT, M.S.W., The University of North Carolina at Chapel Hill

MARY C. BASS, M.S.W., The University of North Carolina at Chapel Hill

WILLIAM F. BAXTER, JR., M.Ed., The University of North Carolina at Chapel Hill

CHRISTINE D. BELL, M.S.W., The University of North Carolina at Chapel Hill

KAY G. BRANDON, M.S.W., Howard University

PAUL D. BROWN, M.S.W., The University of North Carolina at Chapel Hill

DOROTHY P. CANSLER, M.S.W., The University of North Carolina at Chapel Hill

ALICE CARLTON, M.S.W., The University of North Carolina at Chapel Hill

DANA N. COURTNEY, M.S.W., The University of North Carolina at Chapel Hill

JANE E. COUSIN, M.S.W., The University of North Carolina at Chapel Hill

CONSTANCE L. CULBRETH, M.S.W., Tulane University

BARBARA E. DENNY, M.S.W., The University of North Carolina at Chapel Hill

AMY J. ELDRIDGE, M.S.W., The University of North Carolina at Chapel Hill

BERNIECE L. EVERHART, M.S.W., The University of North Carolina at Chapel Hill

MUKI W. FAIRCHILD, M.S.W., The University of North Carolina at Chapel Hill

NANCY C. FAY, M.S.W., The University of North Carolina at Chapel Hill

LEWIS R. FRANKS, M.S.W., The University of North Carolina at Chapel Hill

DARRYL L. GENTRY, M.S.W., Barry College

H. LLOYD GINNS, M.S.W., The University of North Carolina at Chapel Hill

JANET C. GRADEN, M.S.S.A., Case Western Reserve

DOROTHY B. GRAHAM, M.Ed., The University of North Carolina at Greensboro

ANN HAMRICK, M.S.W., The University of North Carolina at Chapel Hill

ROGER A. HARDISTER, M.S.W., The University of North Carolina at Chapel Hill

FLORENCE H. HARRIS, M.S.W., The University of North Carolina at Chapel Hill

GLORIA E. HAWKINS, M.S.S.A., Case Western Reserve

ELIZABETH A. HAWLEY, M.S.W., The University of Michigan

DANIEL C. HUDGINS, M.S.W., The University of Georgia

A. DOUGLAS JENNETTE, M.S.W., The University of North Carolina at Chapel Hill

MARGARET W. JOHNSTON, M.S.W., The University of North Carolina at Chapel Hill

11. Effective 4-15-83.

12. Effective 12-1-83.

13. Effective 3-1-83.

LEE KERN, M.S.W., The University of North Carolina at Chapel Hill
 KENNETH B. KNIGHT, M.S.W., The University of North Carolina at Chapel Hill
 WILLIAM E. LAMB, M.S.W., The University of North Carolina at Chapel Hill
 MARIE M. LAURIA, M.S.W., The University of North Carolina at Chapel Hill
 CLAUDELIN P. LEWIS, M.S.S.A., Case Western Reserve
 GAIL McLEOD, M.S.W., The University of North Carolina at Chapel Hill
 WILLIAM S. MEYER, M.S.W., The University of Illinois-Chicago
 BLAN V. MINTON, M.S.W., The University of North Carolina at Chapel Hill
 FRANCES B. MUTH, M.S.W., The University of North Carolina at Chapel Hill¹⁴
 ARMAND E. OCCHETTI, M.S.S.A., Case Western Reserve
 DIANNE B. OCCHETTI, M.S.W., The University of North Carolina at Chapel Hill
 TIMOTHY C. PRITCHARD, M.S.W., The University of North Carolina at Chapel Hill
 LINDA L. REIFSNYDER, M.S.W., The University of North Carolina at Chapel Hill
 CONSTANCE A. RENZ, M.S.W., The University of North Carolina at Chapel Hill
 JOHN A. RIEFENBERG, M.S.S.W., The University of Texas
 M. VIRGINIA RIGSBEE, M.S.W., Tulane University
 VIRGINIA R. STAFFORD, M.S.W., Florida State University
 SARAH F. TILLIS, M.A. and M.S.W., State University of New York at Buffalo
 JANET URMAN, M.S.W., Boston College¹⁵
 DOROTHY T. VERWOERDT, M.S.W., The University of North Carolina at Chapel Hill
 MAXINE B. WARREN, M.S.W., State University of New York
 JAY C. WILLIAMS, M.S.W., Smith College
 TIMOTHY J. WILLIAMS, M.S.W., State University of New York

Field Instructors (1983-84)

BELMONT	Barbara Torppa, Holy Angels
BURLINGTON	Alice Carlton, Alamance Memorial Hospital Doreen Goodfriend, Alamance County Mental Health Center Wayne Hadler, Alamance County Mental Health Center
BUTNER	Louise Browne, Murdoch Center Ray Gilmore, Children's Psychiatric Institute Mark Lykins, Murdoch Center Bob Walton, John Umstead Hospital
CARRBORO	Mary A. Chap, Orange County Rape Crisis
CHAPEL HILL	Lorna Chafe, Inter-Faith Council Carolyn Cole, North Carolina Memorial Hospital Lane Cooke, Orange County Department of Social Services Susan Dixon, Orange County Department of Social Services Elaine Goolsby, Division for Disorders of Development and Learning Jean Gross, North Carolina Memorial Hospital Helen Halleck, North Carolina Memorial Hospital Gloria Hawkins, North Carolina Memorial Hospital

14. Deceased 10-12-83.

15. Resigned 8-31-83.

Wallace Hill, North Carolina Memorial Hospital
 Kaia Holcomb, North Carolina Memorial Hospital
 Marion Kalbacker, North Carolina Memorial Hospital
 Carolyn Lee, North Carolina Memorial Hospital
 Jean Livermore, Division for Disorders of Development and Learning
 Blan Minton, Division for Disorders of Development and Learning
 Lisa Price, Inter-Faith Council
 Trish Rafalow, Orange-Person-Chatham Mental Health Center
 Kathy Rees, North Carolina Memorial Hospital
 Linda Reifsnyder, Shaeffer House
 John Reinhold, The University of North Carolina Student Health Services
 Melanie Roskin, Janus House
 Janice Ryan, The University of North Carolina Student Health Services
 Jack Sayre, Orange-Person-Chatham Mental Health Center
 Mary Sherwood, Orange-Person-Chatham Mental Health Center
 Sarah Tillis, Orange-Person-Chatham Mental Health Center
 Audrey Wall, North Carolina Memorial Hospital
 Beverly West, Dispute Settlement Center
 Ruth Whitsel, Orange-Person-Chatham Mental Health Center
 Diana Wildman, The University of North Carolina School of Medicine
 Jeri Willett, Tree House
 Timothy Williams, Orange-Person-Chatham Mental Health Center
 Betsy Winston, Orange County Department of Social Services

DURHAM

Valerie Beasley, Durham County Department of Social Services
 Carol Bragdon, Duke Psychiatric Outpatient Clinic
 Mary J. Burns, Duke Psychiatric Inpatient Clinic
 Sarah Craven, Triangle Hospice
 Donald Davis, Jr., Veterans Administration Hospital
 Barbara Denny, Durham Community Guidance Clinic
 Muki Fairchild, Durham Community Guidance Clinic
 Nancy Fay, Durham County Community Mental Health Center
 Emily Fiedelson, Durham County Department of Social Services
 Bill Fraker, Duke Psychiatric Inpatient Clinic
 Jill Grossholz, Durham County Schools
 Lisa Gwyther, Duke Geriatric Center
 Gael Hallenback, Durham County Department of Social Services
 Glenda Harris, Orange-Durham Coalition for Battered Women
 Bill High, Durham County General Hospital
 Nyra Hill, Durham County General Hospital
 Daniel Hudgins, Durham County Department of Social Services
 Ann Jackman, Durham County Department of Social Services
 Marjorie Johnson, Bragtown Project
 David May, Family Counseling Services
 Brandy McDaniel, Duke Pediatric Clinic
 Gail McNeil, Veterans Administration Hospital
 Bill Meyer, Duke Psychiatric Outpatient Clinic
 Irene Moore, Duke Geriatric Center

	Alice Myers, Medical Personnel Pool Jeanne Niemeyer, Child and Parent Support Systems Betty Parham, Veterans Administration Hospital Joyce Pursell, Duke Psychiatric Inpatient Clinic Constance Renz, Orange-Durham Coalition for Battered Women Elinor T. Roy, Counseling and Psychological Services Gwyn Sides, Family Counseling Services Joanne Slocum, Durham County Department of Social Services Fred Stang, Orange-Durham Coalition for Battered Women Hazel Wishnov, Durham County Community Mental Health Center
ELON COLLEGE	Nanette Langhorne, Elon Home for Children
FAYETTEVILLE	Ann McGirt, Cumberland Hospital Michael McIntyre, Fayetteville Area Health and Education Center
FORT BRAGG	Martha Beach, Womack Army Hospital
GOLDSBORO	Marshall Smith, Cherry Hospital
GREENSBORO	Leotta Cobb, Guilford County Mental Health Center Kenneth Knight, Family and Children's Service of Greater Greensboro Laurel Lawson, Youth Services Bureau John Marlin, Youth Services Bureau Ellen Shornack, Guilford County Mental Health Center
HENDERSON	Virginia Bristol, Vance County Mental Health Center Beth Shubert, Vance County Mental Health Center Martha Sorensen, Vance County Mental Health Center
HILLSBOROUGH	Candace Carraway, North State Legal Services George Cole, Orange County Department of Social Services Pat Keshen, Orange County Department of Social Services
LAURINBURG	Jerri White, Scotland County Mental Health Center
PITTSBORO	Joanne Caye, Chatham County Department of Social Services Greta James, Chatham County Department of Social Services
RALEIGH	Elaine Armstrong, North Carolina Division of Facility Services Betsy Baile, Dorothea Dix Hospital Marge Baney, North Carolina National Association of Social Workers Pat Bullard, North Carolina Social Services Association Ron Coble, Center for Public Policy Research L. Lea Decker, Family Services of Wake County Amy Eldridge, Dorothea Dix Hospital Sally Estes, Women's Center Janet Graden, Dorothea Dix Hospital Sylvia Henderson, Project Enlightenment Beverly Hester, Specialized Services for Children Sally Kipfinger, Juvenile Treatment Center Ann Koehler, W. H. Trentman Mental Health Center Patrick Koehne, Juvenile Treatment Center Susan Lichtenwalter, Wake Alcoholism Treatment Center Judy Meyers-Julian, North Carolina Division of Youth Services Cathy Osborne, Family Violence Preventive Services

	Marlyn Ranck, Carolina Employee Assistant Program
	Ruth Relos, North Carolina Department of Mental Health
	Joan Roberts, Wake County Medical Center
	Abby Sandling, W. H. Trentman Mental Health Center
	Carol Sobelson, Family Services of Wake County
	William E. Thomas, North Carolina Department of Mental Health
	Frances Thornton, W. H. Trentman Mental Health Center
	Marilyn Valenzula, Spectrum House
	Evelyn Williams, Family Violence Prevention Center
RESEARCH TRIANGLE PARK	Margie Freeman, Triangle J Council of Government
	David Moser, Triangle J Council of Government
ROCKVILLE, MD.	Frank Adamson, Department of Health and Human Services
ROXBORO	Vickie Atkinson, Person County Department of Social Services
	David Kittredge, Orange-Person-Chatham Mental Health Center
	Andy Mulcahy, Orange-Person-Chatham Mental Health Center
	Sandy Somberg, Person Therapeutic Preschool
WINSTON-SALEM	Donna Jo Abernethy, Family Services, Inc

FIELD ADVISORY COMMITTEE

Virginia Bristol, Vance County Mental Health Center - Henderson
 Pauline Brown, Greensboro City Schools - Greensboro
 Lane G. Cooke, Orange County Department of Social Services - Chapel Hill
 Hallie Coppedge, Veterans Administration Hospital - Durham
 Dana Courtney, Durham County Department of Social Services - Durham
 J. C. Dollar, Elon Home for Children - Elon College
 Gloria Hawkins, North Carolina Memorial Hospital - Chapel Hill
 Wallace Hill, North Carolina Memorial Hospital - Chapel Hill
 William Meyer, Duke Psychiatric Outpatient Clinic - Durham
 Alice Myers, Medical Personnel Pool - Durham
 Constance Renz, Orange-Durham Coalition for Battered Women - Durham
 Ruth Whitsel, Orange-Person-Chatham Mental Health Center - Chapel Hill
 Joe Wilbik, Caswell Center - Kinston
 Evelyn Williams, Family Violence Prevention Services - Raleigh

GENERAL INFORMATION

AREA

Chapel Hill, affectionately known as "The Southern Part of Heaven," is a university town set in the Piedmont section of North Carolina. The location, midway between the state's mountains and seashores, has a yearly mean temperature of 60 degrees. While Chapel Hill is largely influenced by the presence of The University of North Carolina at Chapel Hill and by the North Carolina Memorial Hospital, the outlying county area is rolling countryside typical of North Carolina. The combined population of the town and county is approximately 73,000.

The city of Durham is 10 miles away; Raleigh, the State Capital, is 30 miles; and Greensboro, 50 miles. Chapel Hill can be reached by U.S. Highway 15-501 and N.C. Highways 54 and 86. There is a town-campus bus service, a bus service connecting nearby cities, and a limousine service to the Raleigh-Durham Airport, 18 miles away.

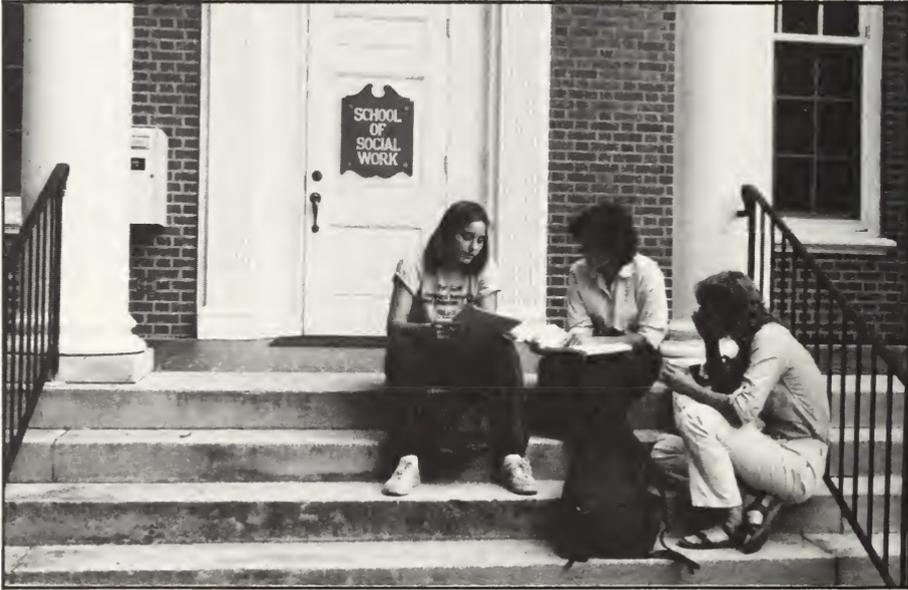
UNIVERSITY

In 1795, The University of North Carolina at Chapel Hill (UNC-CH) became the first state university to open its doors to students. It has developed into a present day internationally known center for research and scholarship with a student enrollment of over 20,000.

Graduate degrees are offered in more than 50 fields. These span the humanities, philosophy, political and social sciences, mathematics, natural science, and professional areas. Students in these programs have access on campus to combined library resources of over 3,000,000 volumes. Additionally, there is immediate access to the library facilities, as well as interinstitutional course registration, at North Carolina Central University in Durham, North Carolina State University in Raleigh, Duke University in Durham, and The University of North Carolina at Greensboro.

There are two computer centers available to faculty and students. The Computation Center on campus supports computer-oriented educational and research activities throughout the University. Shared with North Carolina State and Duke Universities, there is a second facility at Research Triangle Park, located in the center of the geographic triangle between these three institutions.

The University, known locally as Carolina, is accredited by the Southern Association of Colleges and Secondary Schools and is a member of the American Association of Universities. Its athletic teams, known as the North Carolina Tar Heels, belong to the Atlantic Coast Conference and provide sports entertainment in a wide range of athletic events.



SCHOOL

The School of Social Work at UNC-CH enjoys a history of Master's Degree education spanning 62 years. Throughout this time, the School has been strongly committed to public welfare service and to affecting and responding to trends in social work practice. Beginning in 1920 as the School of Public Welfare, it moved through the years into the School of Public Administration with a Division of Public Welfare and Social Work, to the present School of Social Work. It is one of nine units in the Division of Professional Schools of UNC-CH's Graduate School. The School has been accredited continuously by the Council on Social Work Education since that national accrediting body was established in 1952. The last accreditation was 1980.

The 1983-84 total enrollment of the Master's Degree program is 191; this includes students studying in the On-Campus and Extension Programs. Additionally, the School offers continuing education programs in such areas as group child care, management training, and adoptions.

On-Campus Program

The School offers in Chapel Hill the regular two-year Master's Program. This is established for full-time study for two academic years (late August to mid May) with the intervening summer free. The curriculum described later in this bulletin offers concentrations in both direct and indirect services and provides for advanced standing admission in the direct services concentration. During the two summer sessions, a few courses are offered on campus in each curriculum concentration, both for degree and nondegree credits.

In the 1983-84 academic year, there are 161 students enrolled in the On-Campus program. The second year class is larger since it contains not only the two-year program students in their second year, but also the advanced standing students who study in the second year only and the graduates of the Extension program who come on campus to complete their second year of work.

All the administrative and most of the other faculty offices are housed in the Old Consolidated Building on UNC-CH's north campus across East Franklin Street from the Morehead Planetarium. Some of the School's community service programs are housed in nearby facilities and all classes are conducted in classroom buildings on the north campus.

Extension Program

Since 1965, the School has maintained a program providing employed social workers an opportunity to complete the first year of the master's program within their home communities while remaining on the job. Students in the Extension Program (formerly called the Off-Campus Program) make educational leave arrangements with their agencies to attend classes one day per week during the fall and spring semesters for two years at centers located near their home communities. Field instruction is taken in the second year of off-campus study and may be completed in the employing agency or another local social service agency.

Classes are taught by faculty from the campus in Chapel Hill and part-time social work lecturers employed in the community where extension sites are located. Upon completion of the program, which covers the first year of the M.S.W. credits, students join the second-year class in Chapel Hill for one year of full-time concurrent class and field work to complete the degree.

During its eighteen-year history, the Extension Program has admitted a total of 630 students. The School presently has one extension site located on the campus of North Carolina A&T State University in Greensboro. It is anticipated that an additional site will be established in the southeastern part of the state, beginning in August 1984.

Community Services

Community services, in the forms of continuing education, technical assistance, and consultation activities, are offered by individual faculty members as well as through collective offerings. For 1983-84, the major areas of community service are as follows:

Group Child Care Consultant Services

Group Child Care Consultant Services (GCCCCS), a division of the School, offers consultation, study, evaluation, research, training, and technical assistance to more than 100 public and voluntary agencies serving children, youth, and their families in 20 states. Agencies in North Carolina and South Carolina are assisted by the Duke Endowment Fund to obtain consultation service at reduced cost. Consultation includes program planning, in-service training, staff development, and board functioning.

Continuing educational programs are provided throughout the year for child care workers, direct service supervisors, social workers and executives of agencies serving children, youth, and their families. These include an annual seminar for social workers, a 120-hour-certificate-training program, and two one-week Chapel Hill Workshops. The latter is for all types of child care personnel.

GCCCS has developed a seven-module, basic course for training of residential child care workers who are preparing for employment (or are currently employed) in facilities serving dependent, delinquent, disturbed, handicapped, and retarded children. A workshop is available to prepare qualified persons to train child care workers using the basic course.

The scope of GCCCS activities includes a variety of aspects of child welfare services. These include training, research, and consultation activities such as: workshops for protective services workers in public social services; consultation and training on permanency planning in foster care services; training on child placement service delivery; training in foster family and group care licensing; research on group homes in the southeastern U.S.; training for staff of facilities for youthful offenders; design and testing of a model to reduce the barriers to permanency planning; and an array of activities in specialized adoption. Information about the many practice related publications is available upon request.

Further information can be obtained from the Executive Director, GCCCS, The University of North Carolina at Chapel Hill, 300 Battle Hall 056A, Chapel Hill, North Carolina 27514.

National Child Welfare Leadership Center

The National Child Welfare Leadership Center (NCWLC), a unit of the School, serves as a national resource for child welfare policy makers and executives. The NCWLC offers comprehensive management, assistance, and information programs that help child welfare leaders meet the ongoing challenge of providing services for children and their families.

These programs draw on the knowledge of experts and practitioners from various fields including: education, public health, government, law, business, political science, social science, medicine, and social work. A program coordinating council, made up of seven schools or departments within the University and the Institute of Policy Sciences and Public Affairs at Duke University, helps shape NCWLC programs, ensuring a multi-disciplinary perspective.

Training is tailored to the complexities which child welfare program managers face today as well as the management issues they will likely face in the future. Because the decisions of these administrators affect the lives of so many children and their families, quality in leadership is vital to quality in services.

NCWLC programs fall into three broad categories: 1) those designed to enhance the management capabilities of child welfare administrators and policy makers; 2) those designed to improve the use of information and the knowledge base on which management practice rests; and 3) those designed as a catalyst for applied research services.

Many of the programs, in particular the national conference and seminars, will be videotaped. These tapes and other learning materials will be made available to students and faculty members in the School.

Initial support for the NCWLC has been provided by the Edna McConnell Clark Foundation.

CURRICULUM INFORMATION*

The School provides a program of class and field work study leading to the Master of Social Work degree. The overall objectives of the curriculum are to provide students with basic knowledge, methods, and skills in social work practice and to aid students in obtaining competence in a specific field-of-practice specialization. The content is offered within the context of those basic values which underlie social work as a profession and to which students are expected to demonstrate a commitment. These values are: (1) right of self-determination, (2) belief in the worth and dignity of each individual, (3) acceptance and value of self, (4) awareness of self in the helping process, (5) belief in the ability of people to change, and (6) belief in society's responsibility to provide the conditions and services necessary for developing human potential.

CURRICULUM CONCENTRATIONS

The curriculum of the School is offered through two concentrations. One is direct service, Concentration A — Services to Individuals, Families, and Groups. The other is indirect service, Concentration B — Organizational and Community Services. Each concentration offers a separate plan of study throughout the entire program, although there are a few courses in common and both are organized in the same style. Applicants identify their choice of curriculum concentration during the admissions process and are expected, if admitted, to follow the plan of study for the selected concentration.

Field Work is an essential component of both concentrations. Students have opportunities to practice social work within various human services settings. There are experiences for building upon and applying principles, concepts, and theories taught in classes which are scheduled concurrently with field work and experiences for developing discipline in the use of the self as a professional person. For both concentrations, there is a diversity of agencies in which field learning can take place. Most of these necessitate students *having the use of an automobile*. Typically, these settings are in family and children's services, medical and rehabilitative services, comprehensive community mental health services, social planning agencies, community development and organization programs, housing programs, and other specialized programs.

*The information on the curriculum is current as of the date of this publication. Any subsequent changes, particularly in course offerings and specialization options, will be reflected in the *School of Social Work Manual* which is distributed prior to initial registration. The *Manual*, therefore, contains degree requirements which apply to the class entering that year.

Concentration A — Services to Individuals, Families and Groups — The aim of this concentration is to provide students with the knowledge, skills and understanding necessary for planning and providing social work services directly to individuals, families, and groups. The study of human behavior and social environment, social policy, research methodology, and a range of helping models supply the knowledge base for supervised student field practice with client systems.

Concentration B — Organizational and Community Services — The aim of this concentration is to provide students with the knowledge, skills and understanding necessary in preparing for leadership roles in: social services administration, community organization and development, social policy, social planning, and human resource organizational development. Emphasis is given to an array of social interventions and processes directed toward establishing well functioning communities and organizations that meet human needs.

THE FIRST YEAR

The first year of each concentration is designed to provide a base for practice in that area and for the subsequent specializations of the second year. Most of the courses are required. They span the component areas of: human behavior and the social environment, social work methods, research methodology, social welfare policy, and field instruction.

Concentration A — Services to Individuals, Families, and Groups

Classes and field work run concurrently through the entire two semesters. Classes are on Mondays, Wednesdays, and Fridays. Field work is completed on Tuesdays and Thursdays. A placement for the academic year is assigned in the summer prior to enrollment. A first-year student currently is required to complete the following courses:

First Semester	Second Semester
SoWo 100	SoWo 102
SoWo 101	SoWo 200
SoWo 220	SoWo 221
SoWo 225	SoWo 311*
SoWo 227	Option: SoWo 226 or SoWo 228

Concentration B — Organizational and Community Services

The entire first semester is spent in classwork. Classes and field work run concurrently through the second semester. Classes are on Mondays, Wednesdays, and Fridays, and field work is completed on Tuesdays and Thursdays. Plans for field work are made during the first semester, in consultation with the students. A first-year student currently is required to complete the following courses:

First Semester	Second Semester
SoWo 101	SoWo 220
SoWo 102	SoWo 275
SoWo 232	SoWo 291
SoWo 250	SoWo 311*
SoWo 276	Elective

*The Nature and Etiology of Institutionalized Discrimination



THE SECOND YEAR

Second-year students continue to follow their selected direct or indirect service concentration in more depth. In addition, they select a field-of-practice specialization to which both class and field work relate. These specializations are:

1. Health and Medical Care Services
2. Mental Health and Mental Retardation Services
3. Public Welfare Services
4. Services to Older Adults
5. Services to Families and Children

Students who have special interests not encompassed by the specializations structure may design, with approval of their advisor and concentration chairperson, an individ-

ualized program, following approved guidelines. Students in a typical, two-year program select specializations when pre-registering for fall semester of their second year. Advanced standing students do so in the admissions process.

Each specialization is organized according to the chart below:

Concentration A		Concentration B	
Social Work Methods	3-6 hrs.*	Social Work Methods	3-6 hrs.**
Social Research Methods	3 hrs.	Social Research Methods	3 hrs.
	Social Policy		3 hrs.
	Human Behavior		3 hrs.
	Electives		3-6 hrs.
Field Instruction (Direct Service)	12 hrs.	Field Instruction (Indirect Service)	12 hrs.
	_____		_____
	30 hrs.		30 hrs.
*All Advanced Standing must take 6 hours		**Depends on Specialization	

Under each component, such as Human Behavior, one or several courses related to the specific specialization are usually offered allowing the student a choice in fulfilling the required hours. While the specializations provide a common structure for study for the two concentrations, the overall purposes of each concentration remain intact. Thus, methods courses (including research) and field instruction relate specifically to the direct or indirect service concentration. In the other components (social policy, human behavior, and free electives), students from both concentrations interested in the same field of practice study in common courses. This, for example, allows students in mental health clinical practice and those interested in mental health administration to study together in some classes and promotes communications between practitioners in the same field but in different types of service.

NEW CURRICULUM

Currently, the first year course offerings are being revised to reflect the changing demands and future challenges of social work practice. In designing the new curriculum, provision has been made for greater flexibility in course offerings, more opportunity for specialization, and a common core of courses. The new curriculum includes a number of options for meeting the basic requirements involving the knowledge, skills, and values needed for the provision of direct and indirect social work services. Students will begin specialized study related to a field of practice or practice methods in their first year and may pursue combined interests in both direct and indirect practice throughout the two year program.

For further information concerning the curriculum changes, contact the School of Social Work.

SCHOOL SOCIAL WORK CERTIFICATION

Currently the School has a program to prepare students for graduate level certification in school social work in North Carolina. The program is approved by the State Board of Education. Students may study in either Concentration A or Concentration B but must specialize in Services to Families and Children during their second year to be eligible for certification. Specific requirements are included in the *School Manual*.



INTERFAITH
COUNCIL
FOR
SOCIAL SERVICE



Field placements in
community outreach
and counseling.



Mental
Health



COURSES OF INSTRUCTION

Social Work courses are offered primarily for degree-seeking students within the School. On a space-available basis and with the instructor's permission, students from other schools may enroll in these courses. Similarly, Social Work students may elect courses from other academic units with the permission of appropriate persons within that unit and with the permission of the advisor.

As previously discussed under curriculum information, the Social Work curriculum is under review and revision. While this positive growth process allows the School to evaluate its program and make appropriate changes, it also indicates that the present courses of instruction will be altered. The courses listed in this bulletin are current offerings; however, the listing of a course in the *Record* does not obligate the School or University to offer the course in any particular year. For further information on the curriculum revision refer to the Curriculum Information section or contact the School of Social Work.

COURSES FOR GRADUATES AND ADVANCED UNDERGRADUATES

- 100 Perspectives on Human Behavior and Social Environment I** **3 Hours**
Examination of selected perspectives and theories about the nature of man and society with focus on the assumptions underlying these perspectives and the implication of each for an understanding of social functioning and social work practice.
- 101 Foundations of Social Welfare I** **3 Hours**
This course offers an introduction to public welfare policy through lecture and discussion of the purposes public welfare serves, and a description of the most important programs created by those policies.
- 102 Social Work Research I** **3 Hours**
An overview of the assumptions underlying scientific methods and the applicability of various research designs in either developing knowledge relative to some problem area or in assessing the results of various intervention strategies applied by social workers.
- 105 Disorders of Development and Learning in Childhood** **3 Hours**
(Physical Therapy 105, Maternal and Child Health 105)
An interdisciplinary approach to developmental problems in children, providing an overview of etiological factors, diagnostic and management techniques.

- 105L Laboratory for 105** **1 Hour**
- 106 Racism: Implications for Human Services (Human Services Administration 106)** **3 Hours**
 An examination of the forces of racism on individuals, groups, and institutions and an exploration of these forces in the context of implications for practice in the human services profession.
- 140 Suicidology and Crisis Intervention** **3 Hours**
 A study of suicide and self-destructive behavior within the contexts of cultural attitudes, psychosocial environments, historical/philosophical/legal perspectives, epidemiologic and demographic variables, theory and dynamics, clinical management, and research.
- 150 Synergetics** **3 Hours**
 A series of laboratory/seminar sessions designed to develop synergetic solutions to personal, group, and social conflicts through application to the theory, techniques, and methods of synergetics.

COURSES FOR GRADUATES

- 200 Perspectives on Human Behavior and Social Environment II** **2 Hours**
 A study of the life cycle from prenatal life through old age with emphasis on maturational crises and their relevance to social service intervention, using the perspective of Erik Erikson as a framework. Prerequisite: SoWo 100.
- 201 Foundations of Social Welfare and Social Work II** **3 Hours**
 A study of significant contemporary social welfare policies and the effectiveness of social service programs administered under those policies. Prerequisite: SoWo 101.
- 205 Human Values and Social Problems** **3 Hours**
 A consideration of the nature of human values, personal and professional, as a factor in shaping human behavior and in the definition and selection of approaches toward the resolution of social problems.
- 206 Women in Social Work: Practitioners and Clients** **3 Hours**
 An examination of theory and research concerning the participation of women as social work practitioners and as clients of the helping professions including implications for the organizational and delivery services and social policy.
- 220 Social Work Practicum I** **4 Hours**
 A practicum for students to provide opportunities to learn beginning practice skills and to identify and appraise the social worker's operational activities within the context of organizations and systems designed to meet human need. All day Tuesday and Thursday in the first semester for Concentration A and in the second semester for Concentration B. Special Fee: \$225.

- 221 Social Work Practicum II** **4-6 Hours**
The student becomes directly engaged in the providing of professional services and is involved in translating theory into practice and learning skills appropriate to the learning objectives of the chosen concentration. All day Tuesday and Thursday in the second semester for Concentration A and all day Monday, Wednesday and Friday in the third semester for Concentration B. Special Fee: \$225. Prerequisite: Successful completion of SoWo 220.
- 222 Social Work Practicum III** **6 Hours**
A second year practicum to provide students with the opportunity to develop further practice skills in the area of the concentration and provide opportunities to apply these skills and knowledge to a specialized area. All day Monday, Wednesday, and Friday in the third semester for Concentration A and in the fourth semester for Concentration B. Special Fee: \$225. Prerequisites: SoWo 220 and 221.
- 223 Social Work Practicum IV** **6 Hours**
Final practicum offering students in-depth development, integration, and reinforcement of confidence through performance in their specialization. All day Monday, Wednesday, and Friday in the fourth semester for Concentration A. Special Fee: \$225. Prerequisites: SoWo 220, 221, 222.
- 225 Theoretical Bases for Services to Individuals, Families and Small Groups** **3 Hours**
A conceptual framework of practice issues and tasks is presented and used to analyze selected models and approaches of service delivery to client systems.
- 226 Social Work Services to Families** **3 Hours**
With a focus on the family as the unit of social work treatment, this course introduces the students to the theory and practice of family therapy and places emphasis on patterns of family communication and interaction.
- 227 Social Work Services to Individuals** **3 Hours**
A course in the helping process of working with individuals, applying selected theories to the differential assessment, goal setting, and interventive strategies related to problems of increasing complexity.
- 228 Social Work with Groups** **3 Hours**
A course designed to give students a theoretical and practical foundation in the methods of social group work practice. Examination of group work models and application to student experience.
- 229 Principles and Problems of Agency Child Care** **3 Hours**
An examination of process, structure, and principles involved in caring for children away from their own homes, such as in foster family, group and part-time care, placement for adoption, counseling, and protective services.
- 230 Psychopathology of Human Behavior** **3 Hours**
A course designed to engage students in a study of psychosocial behaviors which are considered maladaptive in today's American society.
- 231 Perspectives on the Family** **3 Hours**
An examination of the strengths and weaknesses of the family as an institution and as a small group, with particular interest on social work practice issues.

- 232 Small Group Theory** **3 Hours**
Selected concepts from small group theory as a basis for social work practice.
- 233 Major Problems of Family Functioning** **3 Hours**
Using the dual perspectives of family dynamics and social policy, this course explores the effect on individual family members and on the family as a unit, of serious family crises resulting from inadequacies in structure, income, health, and behavior.
- 234 Psychopathology of Childhood and Adolescence** **3 Hours**
Study of guidelines for assessing both adjustment and maladjustment in infants, children, and adolescents focusing later on psychological maladjustment. A developmental and psychodynamic theoretical basis is used.



Mr. William Lamb, Alumni Association President, Dr. John Ball, Distinguished Alumnus 1983 Recipient, and Dr. John Turner, Dean.

- 240 Biological Processes and Interventive Strategies** **3 Hours**
 An overview of human developmental processes from conception to death with particular emphasis upon prevalent pathologies and their related therapeutic strategies at each developmental phase.
- 241 Social Components of Health Care** **3 Hours**
 The course develops avenues of investigation regarding societal changes causing altered morbidity/mortality patterns, the major features of proposed health systems for this country, and the most likely health policies in the years ahead.
- 242 Application of Socio-Behavioral Techniques to Social Work Practice** **3 Hours**
 An examination of socio-behavioral techniques appropriate for application to social work practice, particularly in each student's field experience.
- 243 Marriage Counseling** **3 Hours**
 A clinical seminar which analyzes the operations and character of marriage counseling as a human service technique.
- 244 Mental Retardation and Social Work** **3 Hours**
 An examination of mental retardation as an individual and social problem from various perspectives, definition, epidemiology, historical trends, behavioral functioning, impact on family/community, and the role of social work in the service delivery.
- 245 Mental Health Methods** **3 Hours**
 Seminar for student clinicians to provide opportunities to build on an individual/group method base and to examine, in depth, specific therapeutic procedures appropriate for clients of mental health services. Prerequisites: SoWo 227 and 230.
- 246 Direct Practice with Older Adults** **3 Hours**
 The course offers content in the biopsychosocial aspects of aging, some physical/mental/social problems experienced by the older adult, and examination of helping principles and techniques appropriate for work with the older adult.
- 247 Social Work Practice in Health** **3 Hours**
 An examination of the role and contribution of social work in providing direct service in health care in both in-patient and out-patient settings.
- 250 Theoretical Bases for Services to Larger Groups, Communities, and Institutional Systems** **3 Hours**
 A variety of concepts of community and its functioning are reviewed, the major principles on which community work is based are examined, and the knowledge required to participate effectively as a professional in community planning and problem-solving is identified.
- 251 Citizen Participation and Grass Roots Organization** **3 Hours**
 A course in which the roles of the social worker in facilitating citizen participation and in the development of grass roots organizations for problem solving, community action, and improvement are analyzed and methods for practice are identified.

- 252 Planning and Coordinating for Problem Solving and Service Delivery** **3 Hours**
 A review of agencies engaged in planning, coordinating, and carrying out inter-organizational functions; an examination of theories, perspectives, and procedures in social planning; and an identification of knowledge and skills necessary to problem solution.
- 260 Politics of Social Program Administration** **3 Hours**
 An exploration of the constraints on local program administration as a result of contemporary issues and innovations in local governance and of the effects of these constraints on the delivery of social services.
- 275 Design, Management, and Evaluation of Service Organizations** **3 Hours**
 The focus is on forces influencing the design and operation of service organizations as distinct from production and/or regulatory organizations. Attention is paid to bureaucracies and bureaucrats as inhibitors of human development.
- 276 Principles and Practice of Administration** **3 Hours**
 The student is expected to acquire basic diagnostic and problem solving skills in administration through the examination of organizational ideology, behavior in organizations, and the functions of the manager.
- 277 Human Service Supervision** **3 Hours**
 Tasks, functions, and processes of middle management in human service enterprises are examined in the context of contemporary organizations. Emphasis is given to the role and tasks of the line managers.
- 278 Training and Organizational Development** **3 Hours**
 Principles of program planning and administration are applied to developmental efforts aimed at human resources and organizations. Training is examined as a way to influence the functioning and performance of agencies/organizations.
- 280 Introduction to Concepts and Programming for Community Mental Health** **3 Hours**
 A course designed to provide a comprehensive understanding of the organization and delivery of community mental health services, with an effort to integrate concepts from several other human service disciplines.
- 281 Comprehensive Planning for Child and Family Services** **3 Hours**
 Course to develop a framework for analyzing social policy development and program planning for child and family services — public and private.
- 285 Analysis of Income Maintenance Systems** **3 Hours**
 An examination of programs for economic security, including national employment policies, fiscal policies, and income maintenance programs with emphasis on the problem identification and formulation phase of policy making.
- 286 Analysis of Social Service Systems** **3 Hours**
 This course examines the various systems into which social services are organized and delivered; the problems related to effective planning of service systems; and the economic, social, professional, and racial barriers to service delivery. Prerequisite: second-year standing.

287	Social Work and the Law An introduction to law designed to provide legal system information, including sources of law, legal process in social service areas, information on due process, and attitudes of social work and legal professions for each other.	3 Hours
288	Social Work Administration Problems and principles in the administration of a social agency. Readings, class reports, and discussion.	3 Hours
289	Legislative Process in Social Welfare Study of selected social welfare issues illustrating ways in which state and national legislative processes make their intended and unintended consequences felt on programs and populations.	3 Hours
290	Social Work Research II Designed to explore basic principles and to provide advanced instruction in data analysis, including the construction and analysis of tables, statistical tests, and introduction to the use of computer programs.	3 Hours
291	Program Planning and Analysis An introduction to the use of systematic analysis in the planning, programming, budgeting, and evaluation of alternative human service programs within the context of professional and accountability.	3 Hours
292	Evaluation of Social Work Practice Provides the student with a knowledge of the purposes of evaluation research, the technology and the methodology necessary to evaluate social work practice.	3 Hours
300	Seminar: Studies in Social Work Process The completion of a substantial study, professional in content and manner of presentation, in which the student examines some service problem or area of practice in which there has been personal engagement, such as in field practice, and for which personal learning, experience, and practice can be applied in support of findings.	3 Hours
301	Seminar in Advanced Practice	1-6 Hours
305	Seminar in Human Behavior and Social Environment	1-6 Hours
311	Seminar in Social Policy	1-6 Hours
315	Seminar in Social Research	1-6 Hours
325	Seminar in Services to Individuals, Families and Small Groups	1-6 Hours
350	Seminar in Services to Larger Groups, Communities, and Institutional Systems	1-6 Hours
375	Seminar in Administration and Planning in Social Welfare	1-6 Hours
378	Seminar in Social Work Supervision	1-6 Hours
400	General Registration	0 Hours



DEGREE REQUIREMENTS

Degree requirements in the School of Social Work build on those general requirements for all graduate study within the University. These include requirements pertaining to credit hours, degree time limit, major research, comprehensive examinations, and candidacy for graduation.

CREDIT HOURS

The School of Social Work currently requires 61 semester hours for the completion of the Master of Social Work Degree in either concentration. (These requirements may change as a result of the new curriculum.) Within this overall requirement, the following are possible exceptions:

1. A maximum of six (6) semester hours of graduate credit may be transferred, upon approval of the Director of Studies. These hours must be transferred from another accredited institution (or a nondegree graduate level of study at this institution), should be earned at the grade "B" or better, and should be taken within the degree time limit.
2. A maximum of six (6) semester hours taken to satisfy another Master's degree in this University may be approved towards satisfying the requirements of the MSW if approved by the Director of Studies and appropriate concentration chairperson.
3. Students in the two year program may exempt with credit up to nine (9) semester hours of course work from the first year curriculum. (See Course Exemptions on the following page.)
4. Students transferring from other accredited graduate schools of social work must complete in the two schools a total of 61 semester hours. A minimum of 30 hours must be taken in residence in the School of Social Work at UNC-CH.
5. Students granted advanced standing on the basis of an undergraduate degree in Social Work are required to complete 33 semester hours at UNC-CH within four years of the receipt of their bachelor's degree.

DEGREE TIME LIMIT

All students except Advanced Standing students have five calendar years from the date of initial registration in the School of Social Work to complete the MSW degree. For Advanced Standing students, the B.S.W. work is equivalent to the first year of grad-

uate study, so those students have four years from their undergraduate degree to complete their graduate work. After initial registration, up to two years of time spent in the Peace Corps, VISTA, or the equivalent, will not be counted in the five year computation. A leave of absence, recommended by the advisor and Director of Studies, may be approved by the Dean of the Graduate School and not counted towards the time period allowed. Finally, a degree time limit may be extended by the Dean of the Graduate School under extenuating circumstances and with the support of the Dean of the School of Social Work.

COURSE EXEMPTIONS

Exemption examinations are available for all *first year* courses except the field practica. Two year program students may take the examination in any course for which they believe they have adequate knowledge of the content. There is a nine (9) hour limit on the number of course hours which a student may exempt by passing the examinations. The total hours required for a degree, currently 61 semester hours, will be reduced by the number of semester hours exempted, up to a maximum of nine (9) hours.

The exemption examinations are administered prior to the semester in which the course is taught. For fall semester courses, the examinations are scheduled during the orientation-registration period.

GRADING SYSTEM

The School of Social Work follows the grading system established by the Graduate School. This system applies to all courses offered by the School, including field practica. The grades and their interpretations are:

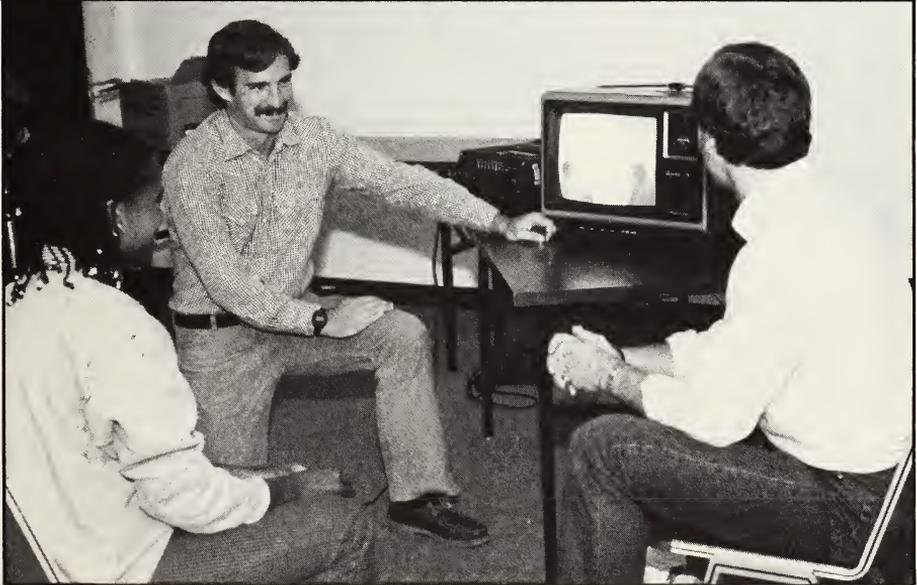
- H — Clear excellence
- P — Entirely satisfactory
- L — Low passing
- F — Failed
- IN — Work incomplete

Students are expected to obtain a grade of P or better in all courses, including field practica. Each of the following is a ground for being ineligible to continue enrollment: (1) receiving any grade of F, (2) receiving 15 hours or more of L grades, and (3) having L grades on more than seven (7) hours of credits and the L hours being greater than 25 percent of the hours taken. When special circumstances warrant, a student made ineligible may be reinstated upon petition by the Dean of the School of Social Work to the Dean of the Graduate School.

If a student wishes to protest a grade, an appeal is made first to the instructor who assigned the grade. If not resolved at that level, the protest can be lodged with the Chairperson of the Student Affairs Committee or with the Dean of the School. If unhappy with the ruling, the student has the right to appeal the ruling in writing to the Administrative Board of the Graduate School. The decision of the Administrative Board is final. Specific instructions for these procedures are recorded in the *Record* of the Graduate School and in the *School of Social Work Manual*.

COMPREHENSIVE EXAMINATIONS

Following the requirements of the University, each student must pass either a written or oral comprehensive examination, or a combination of both; the form of the examination is determined by the School. The examinations cover all course work required for the degree and are administered during the second semester of the second year of



study. Students are expected to demonstrate to the examining committee their knowledge of social work theory and practice, a capacity to draw accurately on that knowledge, and an ability to think independently about professional issues.

Students not completing the examination satisfactorily may re-take it when at least three months have elapsed. Re-examination a second time requires the approval of the Administrative Board of the Graduate School.

RESEARCH REQUIREMENTS

There is no thesis requirement for the Master's in Social Work; however, there is a research requirement beyond the basic research methodology course needed for both concentrations. In Concentration A, students may take either an advanced research course, SoWo 290, or SoWo 292, or complete the essay requirement, registering for SoWo 300, unless specializing in Health Services. In such cases, the essay is required. In Concentration B, all students currently are required to complete the essay, SoWo 300.

The essay can be an individual or group effort in research dealing with a social work practice issue. It can vary from a report of extensive literature study of a practice issue to a report on experimental research of a practice problem. The research is completed with the guidance of an essay advisor assigned by the concentration. Upon completion of the project, the advisor grades the student's performance; the essay is bound and kept in both the School's Reading Room and the University Library.

APPLICATION FOR CANDIDACY

Formal application for admission to candidacy is required for the Master of Social Work degree. Deadlines for the receipt of these applications are established by the University for each semester. Students must apply by the deadline of the semester in which they expect to graduate. Approval of the application is based on acceptance of the student's course work completed in the Graduate School up to the date of application, acceptance of transfer work, removal of any special conditions imposed by the School and/or the University at admission or subsequently, and recommendation by the School that satisfactory completion of currently enrolled courses will complete the requirements for the Master in Social Work degree.

Late in the semester prior to expected graduation, the School must certify that the student has removed all incomplete grades, has satisfactorily completed the research requirement, and has satisfactorily passed comprehensive examinations. After this certification is made and a clearance by the University Cashier that all bills have been paid, the Dean of the Graduate School recommends the student to the University faculty for graduation approval. The faculty, in turn, recommends the student to the University Board of Trustees for final approval.

ADMISSIONS AND FINANCIAL AID

ADMISSIONS

The School of Social Work admits students in the fall semester only. Application is made to both the School of Social Work and the Graduate School. Applicants must be recommended by the School of Social Work, where the initial review is made, then to the Graduate School for final review before a decision is made.

Persons should obtain application materials from the:

Director of Admissions — School of Social Work
The University of North Carolina at Chapel Hill
223 East Franklin Street 150A
Chapel Hill, North Carolina 27514
(919) 962-1225

A complete packet, including materials required both by the School of Social Work and by the Graduate School, will be supplied. A \$15 nonrefundable application fee is required by the Graduate School.

Basic Admissions Requirements

Applicants to all units of the On-Campus and Extension Programs are required to meet the following basic admissions requirements:

1. A bachelor's degree from an accredited college or university.
2. A grade point average of 3.0 (on a 4.0 scale) for the last two years of undergraduate study or a score of at least 1000 on the verbal and quantitative sections of the aptitude portion of the Graduate Record Examination (General Test). *Regardless of the grade point average, the Graduate Record Examination is required.*
3. A broad liberal arts background with substantial preparation in the social sciences and humanities.

While social work experience is not a requirement, applicants with successful, paid social work experience are given priority in admissions reviews for all units of the School. This is particularly applicable to Advanced Standing applicants.

A *personal interview*, although not required, is encouraged when travel to Chapel Hill is possible. Applicants who wish to schedule an interview should contact the Director of Admissions for the School of Social Work (919-962-1225).

General Admissions Procedures

Applicants are responsible for making sure that all required documents are on file in the School of Social Work by the appropriate deadline — March 1 for on-campus study and August 1 for extension study. *The Admissions Committee reviews only folders with all necessary items on file by the deadline.* The items needed from all applicants are:

1. Graduate School Application
2. School of Social Work Application
3. Personal Narrative
4. Graduate Record Examination Scores
5. Three References
6. Transcript of all Undergraduate and Graduate Work.

Persons applying for Advanced Standing, Extension, or Transfer Study should refer to subsequent sections of this bulletin for information on *additional* items needed.

Completed application folders are reviewed initially for the 3.0 grade point average and/or the Graduate Record Examination score of 1000 (verbal and quantitative sections of aptitude section). In occasional circumstances, particularly when the applicant has successful, paid social work experience and clearly supportive references, the Admissions Committee will recommend an applicant with less than a 3.0 grade point average and less than a score of 1000 on the Graduate Record Examination. *This exception is never made, however, for Advanced Standing applicants.* Decisions are based on academic performance, particularly in the social science area; knowledge of and experience in the field of social work; and evidence of motivation to develop a personal discipline consistent with graduate education and professional requirements.

The personal narrative, which is required and is outlined as a part of the application packet, is considered by the Admissions Committee to be a particularly important item in making admissions recommendations. Applicants are encouraged to view the narrative as an opportunity to communicate with the Admissions Committee members on the issues identified in the personal narrative outline and on additional related issues on which the applicant wishes to share information.

Before making a decision on an application, the Admissions Committee may request a personal interview to be conducted in Chapel Hill. All School of Social Work decisions on applicants with completed folders are recommended to the Graduate School for final decisions. The Associate Dean in charge of admissions in that office notifies the applicant. Decisions for extension study depend on the date the application materials are complete; announcements begin in mid-April and continue through mid-August.

Persons offered admission will be asked to inform the Graduate School within three weeks of their decisions to attend the School. Persons accepting on-campus admission will be required to make a \$25 deposit which will be applied towards payment of their initial tuition bill. There is no deposit for extension students.

Advanced Standing Admissions

A limited number of positions are available for admission with advanced standing in direct services to individuals, families, and groups. Accepted applicants are *required* to attend a special, full-time orientation program during second session of summer school prior to the academic year of study. During this introduction to place, program, and

people, there is an initiation of the student's field placement as well as the completion of two three-credit courses. At the completion of both this special orientation and fall registration, the advanced standing student joins the second-year class and is able to complete the M.S.W. degree of 30 additional semester credits in one academic year. Advanced standing students must complete two full-time residence semesters of concurrent class and field work.

In addition to the basic admissions requirements described in an earlier section of this bulletin, the following are requirements for all advanced standing applicants:

1. Graduation from an undergraduate social work program accredited by the Council on Social Work Education at the time of the applicant's graduation.
2. Completion of the M.S.W. degree from UNC-CH no more than four years after receiving the undergraduate degree in social work.
3. Satisfactory completion of the following courses:
 - a. Research Methodology, one course
(a statistics course is not an acceptable substitute)
 - b. Social Welfare Policy, two courses
 - c. Social Work Methods, two courses
 - d. Human Behavior and Social Environment, two courses.
4. A satisfactorily completed direct service field placement of at least 300 clock hours under M.S.W. supervision.
5. A minimum of 18 semester hours of satisfactorily completed courses in other areas of social science.
6. Having a 3.0 (on a 4.0 scale) grade point average on the upper division undergraduate work or a combined score of 1000 on the verbal and quantitative sections of the Graduate Record Examination. (No exceptions for Advanced Standing Students.)

Applications from persons who have a B.A. or B.S. degree in other fields, but who later complete the requirements of an accredited undergraduate program in social work to obtain a certificate or a B.S.W. degree will be accepted *providing all other requirements of advanced standing, as stated above, are met*. If the *original* grade point average is under 3.0 (on a 4.0 scale) *and* the combined verbal and quantitative score on the Graduate Record Examination is less than 1000, the application cannot be considered for advanced standing even though the certificate or post-B.A/B.S. grade point average is 3.0 or above.

While successful, paid *social work experience* is not a requirement for application, persons with such experience are given priority in advanced standing admission. Usually, a few applications are accepted from persons with no social work experience beyond the undergraduate field placement.

The undergraduate major in social work is considered equivalent to the first year of graduate study. Master's degree work at UNC-CH must be completed within a five-year period. Therefore, the advanced standing year of the M.S.W. degree must be *completed* no later than the fourth year after the bachelor's degree is awarded.

A completed advanced standing application folder contains all the items identified under *General Admissions Procedures*, as well as the following additional items:

1. Field Instruction Information Form
2. Field Instructor's final evaluation of undergraduate field placement
3. Course Information Form

The Field Instruction Information Form and the Course Information Form, for elaborating on the undergraduate placement and courses, are sent to persons returning the School of Social Work application marked as an advanced standing applicant. All of these materials must be on file in the School of Social Work by the March 1 deadline.

Transfer Admissions

Due to restrictions on the size of the student body, transfer students are admitted only to positions created by first-year students choosing to intermit in their educational program. Generally, transfer applicants are considered for admission only after completing one academic year of graduate work in another School of Social Work and are admitted only in the fall semester. However, in special circumstances, transfer students are accepted with less than one year of graduate social work credit and are admitted at mid year. Interested applicants should contact the Director of Admissions of the School of Social Work for application information specific to their situations.

Extension Program Admissions

With a few exceptions, having to do with different deadlines and extra forms, the process and requirements for the extension applicant are the same as for the on-campus applicant.

FINANCIAL AID

Sources of financial aid are limited. It is the responsibility of each applicant to work out a plan for financial support for the entire period of study. While the School, through the advisors and the Director of Admissions/Financial Aid, attempts to assist students in their financial planning, applicants are strongly advised to work out a financial support plan prior to enrollment. Applicants needing financial aid should indicate this on their School of Social Work application and apply through the University Student Aid Office. After admission decisions are announced, financial aid request forms are mailed to those accepted applicants indicating financial need. These persons, along with currently enrolled students indicating need, are considered for all sources of assistance within the School.

Under the Board of Governors general Minority Presence Grant Program black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for two or more courses in a degree program, and demonstrate financial need.

School Resources

A few *stipends* are usually available for full-time students. These are awarded on the bases of financial need, good academic standing, and interest in the funding area. In the 1983-84 academic year, the only funding area was Mental Health.

Some *graduate assistantships* are usually available. These are for employment within the School, such as reading room, clerical, or research assistants. Selection is made on



Mrs. Dorothy Meyer, Admissions Secretary, and Dr. Richard Uhlig, Director of Admissions.

the bases of financial need, skills in the designated area, and time available at the period needed. Assistantships are announced at the beginning of each semester.

The *Alan Keith-Lucus Award*, established by the School of Social Work Alumni Association, is granted each year to an extension student to cover the fall semester tuition and fees. Application is made through the School's Director of Admissions/Financial Aid. The award is based on financial need.

The Alumni Association also has established a loan fund which is available to all enrolled students. The fund is intended to assist students in covering emergencies only and is not designed for expenditures such as tuition and books. There is a maximum amount which a student may borrow and a low interest rate is charged. Specific guidelines for applications are recorded in the *School Manual*.

The North Carolina Society for Clinical Social Work established in 1982 a scholarship to be awarded annually to a second year student in recognition of promise in the field of clinical social work. The applicants must be in good academic standing and submit a case summary. A subcommittee of the Society distributes the application guidelines in the late fall, selects the scholarship recipient by the beginning of the spring semester, and makes the award at their next meeting. The amount of the 1983-84 scholarship is \$300.

University Resources

All applicants and students in need of financial assistance must apply to the University Student Aid Office, 300 Vance Hall (057A) as well as to the School. Some loans are made for graduate study. Information on these and other programs administered by that office, such as the University Work-Study Program, can be obtained directly from

the Director of Student Aid. Applications should be submitted by February 1 to be considered for all available funds. Applications submitted after that date will be considered for whatever funds are remaining.

Other Resources

Some social service agencies award stipends to persons who agree to work for their agency after graduation. Often priority is given to agency employees in the selection. North Carolina applicants should inquire about such stipends in the North Carolina Department of Human Resources, or specifically in the Division of Social Services in Raleigh, North Carolina. Out-of-state applicants should contact the public welfare agency in their state.

Women who have experienced interruptions of their careers, who are over 21 years of age, and who are residents of the "Southern region of the United States" can apply for a Duiguid Fellowship (Sociology Building, Emory University Atlanta, Georgia 30322).

ANNIE KIZER BOST AWARD

The Annie Kizer Bost Award is given annually at graduation to the student who, in the opinion of the faculty, shows the greatest potential for service to the public welfare system of North Carolina. Founded during Mrs. Bost's lifetime largely through the efforts of Dr. Arthur Fink, then Dean of the School, and Mrs. P.P. Cain, who assumed leadership of a distinguished statewide committee, the first award was given in October of 1961, the month after Mrs. Bost's death.

Mrs. Bost, a native of Rowan County and a 1903 graduate of what is now The University of North Carolina at Greensboro, served as State Commissioner of Public Welfare from 1930 to 1944 and was honored with an LL.D. degree by The University of North Carolina at Greensboro in 1942.

SERVICES AND REGULATIONS

Students enrolled in the School of Social Work are regarded, as are all graduate students of the University, as members of the student body at UNC-CH and enjoy the student services of the total University. Additionally, they are subject to University regulations, such as the Honor Code, which are printed in the *Record* of the Graduate School.

SCHOOL

Educational Advising

Each on-campus student, at registration, is assigned an advisor who generally serves for one year. The advisor is an educational consultant who approves the student's plan of study; serves as consultant and advocate in educational, financial and related concerns; and usually acts as a liaison between the School and the field instruction agency. In some situations, a student has an academic advisor and a separate field liaison. In the majority of cases, they are the same. Assignment of advisor and/or liaison is made by the concentration in which the student is studying.

There is generally a change of advisors in the second year of study. This advisor serves the same functions as in the first year and prepares the student's final evaluative statement which, along with the total transcript, becomes a part of the permanent School file.

Reading Room Facilities

In addition to the University Library services, a study and reading room in the School of Social Work building is available for use between classes. The Reading Room contains a limited number of social work and related journals, a small collection of books, course readings for some classes and other professional resources. The room is open during regular office hours and is staffed by student assistants.

Student Organization

The Social Work Student Organization (SOWOSO) is composed of all degree-seeking students in the School and is recognized by the Graduate and Professional Student Federation. It provides a forum for student activities and concerns and is directed by students who are elected from each curriculum and from both first and second year classes. SOWOSO provides a much needed means of communication among students

whose schedules differ and provides an organized input into curriculum and related activities, as well as a channel to pursue student needs and concerns. SOWOSO is committed to improving the student's total experience while at the University.

Alumni Association

The Alumni Association of the School is an active organization which performs important adjunctive services not only for the alumni but also for the current students and other social workers in the area. *Each year a practice-oriented workshop is held to provide continuing education opportunities for several hundred practitioners.* The Alumni Association also sponsors the Alan Keith-Lucas Award, which provides financial assistance to a student in the Extension Program, and a loan fund which is available to all enrolled students. Through the newsletter, *Contact*, the Association promotes a close bond between the School and the Alumni.

UNIVERSITY

Student Housing

Student housing is considered an integral part of the educational program and the Department of University Housing strives to provide a physical and psychological atmosphere conducive to student development. The University provides residence hall accommodations for more than 6800 students on campus. One of these residence units is Craige Residence Hall, reserved predominantly for graduate students. Craige is a seven-story coeducational building with rooms arranged in a suite system. Kitchens and lounges are located on each floor and other usual residence hall facilities are available, including snack bars, a 24-hour computer terminal, television lounges, and study rooms. For additional information on both on-campus and off-campus housing, persons should contact: Department of University Housing, Contracts Office, Carr Building 103A, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27514. There are both one- and two-bedroom apartments, furnished and unfurnished, available for married, full-time students and for divorced, widowed, or single students with children. These apartments are conveniently located in Odum Village about one mile south of the center of campus. Applications can be made prior to acceptance to the University; early application is advised. For further information, persons should contact the Manager, UNC Student Family Housing, Odum Village, Branson Street, Chapel Hill, NC 27514.

Student Health Service

The Student Health Service provides reasonably priced comprehensive health care for all regularly enrolled students on an essentially prepaid basis. Specialty services or programs are offered in Dermatology, Gynecology, Orthopedics, Sports Medicine, Mental Health, Pharmacy, Ophthalmology, Ear-Nose-Throat Clinics, Minor Surgery Specialty Clinics, Physical Therapy, and Health Education. Those services or facilities not available at the Student Health Service can be procured in a timely fashion at North Carolina Memorial Hospital with which the Health Service has a close functional and physical relationship. Treatment as well as prevention of illness are prime objec-

tives of the health service. Additionally, this service is engaged in training in related health areas.

The Health Service provides a Hospital-Health insurance policy to assist in the payment of those services provided at the Student Health Service which are not covered by the Student Health Fee. The insurance plan is available to single students and married students and their dependents on a voluntary basis. All students should strongly consider purchase of insurance against extraordinary expenses resulting from serious accident, illness, or surgery requiring medical care beyond that provided by the Health Service. Further information and an application will be sent to all enrolling students or their parents in late spring. If such information has not been received by June 1, or there are questions, the student should communicate with the Director of the Student Health Service.

Tuition and Fees

Tuition and fees are assessed on a credit-hour basis each semester and are due at registration. Accounts not paid in full by the last day of registration are subject to a late payment fee, restrictions on preregistration for the following semester, and possible disenrollment of the student.

The University, with the approval of proper authorities, reserves the right to make changes in tuition and/or fees at any time. For the 1983-84 academic year, the tuition and fees for an in-state resident for one semester, studying full-time in the School of Social Work are \$605.75 per semester. This includes the \$225.00 per semester field work fee which helps cover some reimbursement to students for travel to the field agency and some expenses incurred in the operation of the field liaison program. The out-of-state, full-time tuition and fees total \$1,786.75 per semester and also includes the \$225.00 field fee.

Tuition and fees for the Extension Program follow the same rate as for the On-Campus Program, but are reduced for part-time study. Appropriate field work fees are added when the student participates in a field placement.

The last day to *drop a course* for credit on student financial accounts is two weeks from the first day of classes for each semester.

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

Residence Status for Tuition Purposes*

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

*The information in this section comes from three sources: (i) North Carolina General Statutes, Sec. 116-143.1, (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, Revised September 1983, (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

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

General. Every applicant for admission is required to make a statement as to his or her length of residence in North Carolina. The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition, a legal resident must have maintained his or her domicile in North Carolina for at least twelve months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The student must also establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of mere temporary residence incident to enrollment in an institution of higher education. A student seeking classification as a resident for tuition purposes must complete an application for resident status (obtainable at his or her admissions office) and return it to the proper admissions office before the end of the term for which resident status for tuition purposes is sought. The last day of the final examination period is considered the last day of the term. Every student must be classified either resident or nonresident before enrolling. Unless the student supplies enough information to allow the admissions officer to classify the student as a resident for tuition purposes, the student will be classified a nonresident for tuition purposes.

When an enrolled student has applied to be classified a resident for tuition purposes and receives an institutional request for more information in connection with that application before the end of the term for which classification is sought, the student must respond to that request no later than three weeks after the end of the term. If the student does not receive the request for supplemental information until after the end of the term in question, he or she must supply the requested information within three weeks of receipt of the request. Failure to supply the requested information within the specified time limit will result in a continuation of the student's "nonresident" classification unless good cause is shown for such failure.

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

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

a. Even if the student is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina, this is prima facie evidence that the student is not a legal resident of North Carolina unless the student has lived in this state the five consecutive years prior to enrolling or re-registering. To overcome this prima facie showing of nonresidence, the student must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.

b. Conversely, if the parents of the student are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the student is a domiciliary of North Carolina. This prima facie evidence may also be overcome by other evidence

of legal residence. If the student has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Statutory Exceptions

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

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

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

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

b. *Qualifying Periods for Spouses.* By virtue of the provisions of G.S. 116-143.1, if a student otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the student's spouse, if the spouse has been a legal resident of the State for the requisite twelve-month period.

c. *Reacquisition of Resident Tuition Status.* The prescribed twelve-month period of legal residence may also be shortened if the person seeking to be classified as a resident for tuition purposes was formerly classified a North Carolina resident for tuition purposes, abandoned North Carolina domicile, and re-established North Carolina domicile within twelve months after abandoning it. Students should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

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

Minors. A minor is any person who has not reached the age of eighteen years. The domicile of a minor is presumed under the common law to be that of the father, subject to rebutting evidence. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody

has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. If the minor lives for part of the year with each parent, in the absence of a custody award, the minor's domicile is presumed to remain that of the father.

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

1. If a minor's parents are divorced, separated, or otherwise living apart and one parent is a legal resident of North Carolina, during the time period when that parent is entitled to claim, and does claim, the minor as a dependent on the North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for tuition purposes, notwithstanding any judicially determined custody award with respect to the minor.

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

a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and

b. The person must begin enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.

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

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

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



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

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

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

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

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) is classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination of the student's residence prior to matric-

ulation, the student is classified a nonresident for tuition purposes. This institution will thereafter reach a final determination of the student's residence status. A residence classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with a corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic calendar.

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

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

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

It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified 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 in writing and signed by the student and

must be filed by the student with that officer within fifteen working days after the student receives notice of the classification decision. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request of the student, he or she is afforded 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 ten days of receipt by the student of the Committee's decision, to the Chairman of the Residence Status Committee, and the Chairman promptly processes the appeal for transmittal to the State Residence Committee.

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

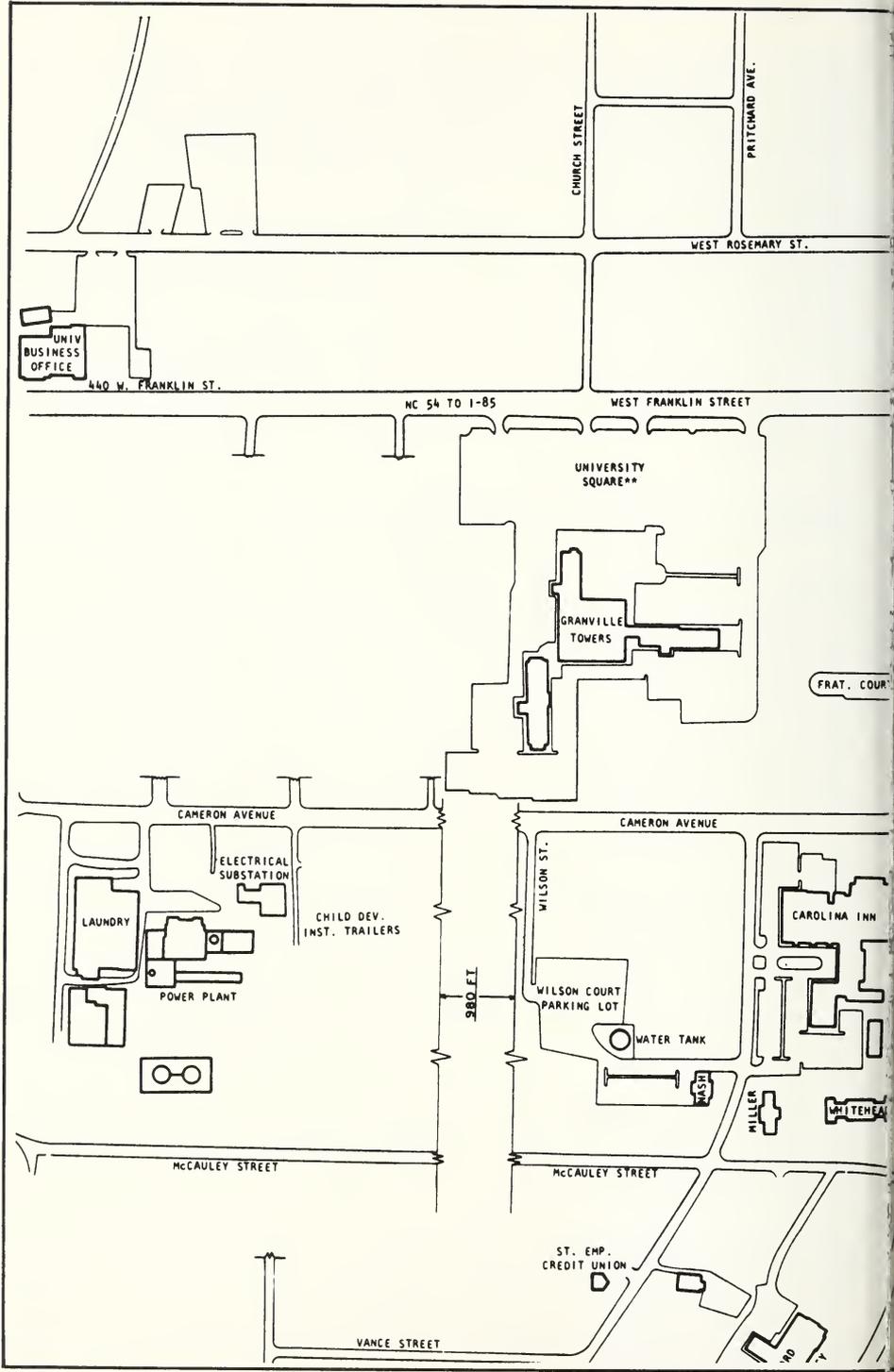
Notice on "Directory Information" to All Students of The University of North Carolina at Chapel Hill

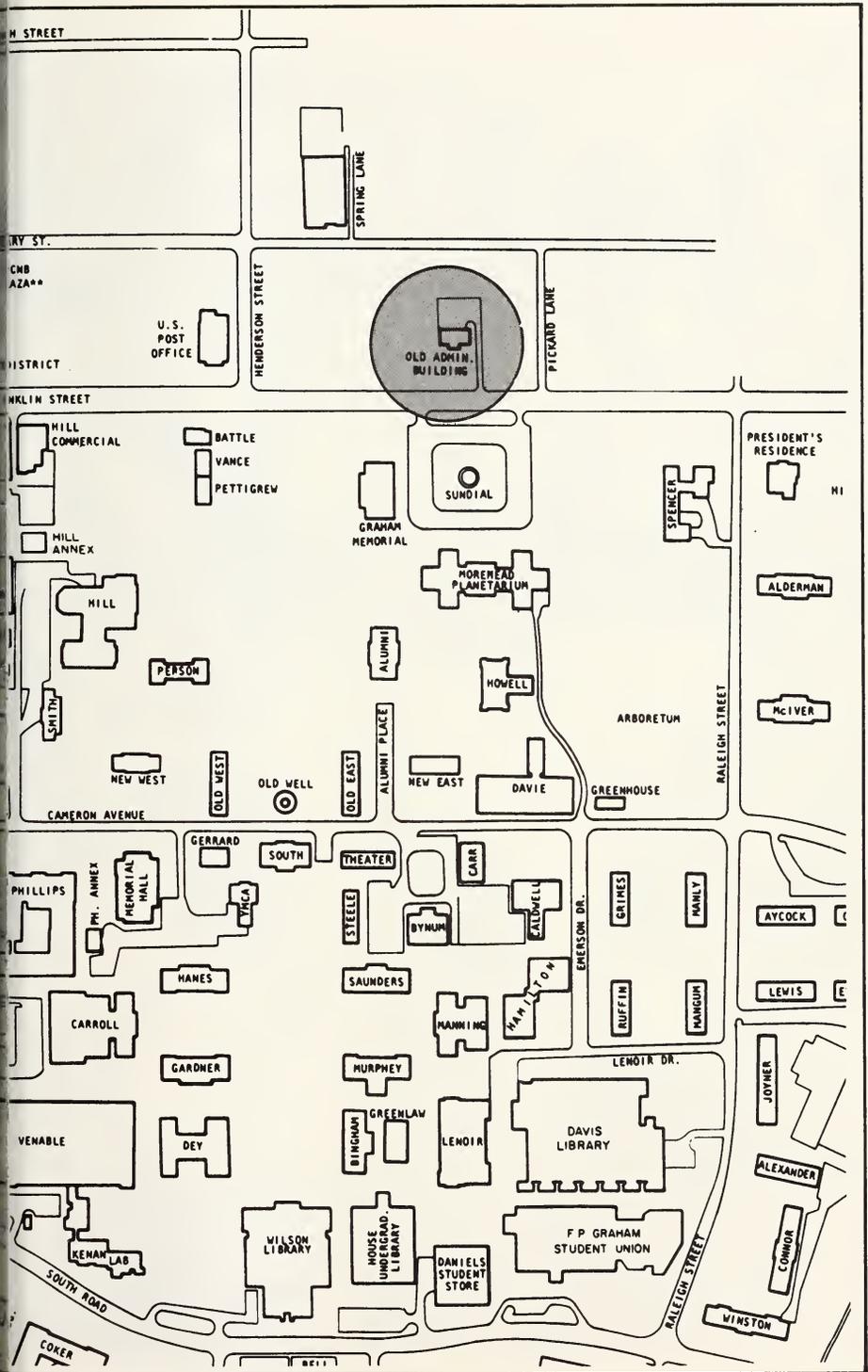
The University of North Carolina at Chapel Hill has routinely made public certain information about its students. Some typical ways this has been done include the following: names of students who are selected by the various honorary societies, who receive scholarships, who make the Dean's List, who hold 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.

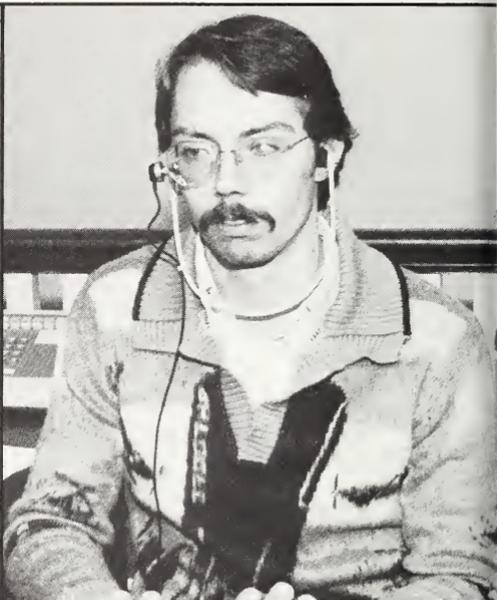
The Family Educational Rights and Privacy Act defines the term "directory information" to include the following categories of information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight 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.

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

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







The information in this bulletin is current as of the compilation date. Any subsequent changes, particularly in the areas of curriculum offerings and degree requirements, will be reflected in the *School of Social Work Manual* which is distributed each year in August prior to registration. The *Manual*, therefore, contains the requirements which apply to the class entering that year.

