

ORD OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

School of Social Work



ABOUT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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Announcements for 1986-1987

School of
Social Work

January 1986

Number 983

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

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

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

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

LLOYD V. HACKLEY, B.A., Ph.D., Vice President - Student Services and Special Programs

JASPER D. MEMORY, B.S., Ph.D., Acting Vice President - Research and Public Service

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

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

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

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

History of the University

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

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

By 1969 The University of North Carolina included six constituent institutions, governed by a single Board of Trustees. This multicampus University had its beginnings in legislation enacted in 1931 that defined The University of North Carolina to include The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and The University of North Carolina at Greensboro. In the 1960s three additional 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 1986-1987

SUMMER SESSION, 1986

First Term

April 28, Monday	First Day of Field Instruction
May 19, Monday	Registration
May 20, Tuesday	First Day of Classes
May 21, Wednesday	Last Day for Late Registration
May 26, Monday	Holiday, Memorial Day
June 6, Friday	Last Day to Apply for August Graduation
June 13, Friday	Last Day to Drop a Course
June 20, Friday	Last Day of Classes
June 21, Saturday	Reading Day
June 23-24, Monday-Tuesday	Final Examinations

Second Term

June 30, Monday	Registration
July 1, Tuesday	First Day of Classes
July 2, Wednesday	Last Day for Late Registration
July 4, Friday	Holiday, Independence Day
July 25, Friday	Last Day to Drop a Course and Essays Due for August Graduates
August 1, Friday	Last Day of Classes
August 2, Saturday	Reading Day
August 4-5, Monday-Tuesday	Final Examinations
August 15, Friday	Last Day of Field Instruction

Special Orientation for Advanced Standing Students

June 30, Monday	Registration
July 1, Tuesday	First Day of Classes
August 1, Friday	Last Day of Special Session

FALL SEMESTER, 1986

August 13, Wednesday	Fall Semester Opens
August 18-20, Monday-Wednesday	Orientation and Registration
August 21, Thursday	First Day of Field Instruction, Second Year Students; and Field Orientation, First Year Students
August 22, Friday	First Day of Classes, First Year Students; Second Day of Field Instruction, Second Year Students
August 21-27, Thursday-Wednesday	Late Registration (\$5.00)
August 25, Monday	First Day of Classes, Second Year Students
August 26, Tuesday	Field Orientation, First Year Students
August 28, Thursday	First Day of Field Instruction, First Year Students
September 1, Monday	HOLIDAY, LABOR DAY
September 19, Friday	Last Day to Apply for December Graduation
October 12, Sunday	UNIVERSITY DAY
October 22, Wednesday (5:00 P.M.)	FALL RECESS BEGINS
October 27, Monday (8:00 A.M.)	Instruction Resumes
October 27-31, Monday-Friday	Pre-registration for Spring Semester
November 10, Monday	Comprehensive Examinations
November 14, Friday	Last Day to Drop a Course
November 26, Wednesday (1:00 P.M.)	THANKSGIVING RECESS BEGINS
December 1, Monday (8:00 A.M.)	Instruction Resumes
December 3, Wednesday	Last Day of Classes
December 4, Thursday	Reading Day
December 5, Friday	Essays Due for December Graduates
December 5-16, Friday-Tuesday	FINAL EXAMINATIONS
December 16, Tuesday	Last Day of Field Instruction

SPRING SEMESTER, 1987

January 5-6, Monday-Tuesday	Registration and Drop/Add
January 7, Wednesday	First Day of Classes, First Year Students; First Day of Field Instruction, Second Year Students
January 7-13, Wednesday-Tuesday	Late Registration (\$5.00)
January 9, Thursday	First Day of Field Instruction, First Year Students
January 23, Friday	Last Day to Apply for May Graduation
February 28, Saturday	COMPREHENSIVE EXAMINATIONS
March 6, Friday (5:00 P.M.)	SPRING RECESS BEGINS

March 16, Monday (8:00 A.M.)

April 6-10, Monday-Friday

April 20, Monday

April 21, Tuesday

April 22, Wednesday

April 23, Thursday

April 24, Friday

April 27-May 6, Monday-Wednesday

May 10, Sunday

Instruction Resumes

Pre-registration for Summer and Fall
HOLIDAY, EASTER MONDAY

Last Day of Classes, Second Year
Students

Last Day of Classes, First Year Students

Last Day of Field Instruction, All
Students

Reading Day, Essays Due for May
Graduates

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
DAVID D. DILL, Ph.D., Assistant to the Chancellor for Planning
ROBERT JOSEPH CANNON, Ph.D., Affirmative Action Officer
*MARIA A. YOUNG, A.B., Secretary to the University
DONALD ARTHUR BOULTON, Ed.D., Vice Chancellor and Dean of Student Affairs
HOWARD GARLAND HERSHEY, JR., D.D.S., Vice Chancellor, Health Affairs
GEORGE PHILIP MANIRE, Ph.D., Vice Chancellor and Dean of the Graduate School
SAMUEL RUTHVEN WILLIAMSON, JR., 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., School Business Manager
S. RACHEL DEDMON, M.S.S.W., Ph.D., Associate Dean¹
JACK M. RICHMAN, M.S.W., Ph.D., Assistant Dean and Director of Studies
C. KEITH SCHAFER, M.Ed., Ed.D., Director, National Child Welfare Leadership
Center
PATRICIA B. SIPP, Acting Director of Group Child Care Consultant Services
RICHARD H. UHLIG, M.S.W., Ph.D., Director of Admissions and Financial Aid
DOROTHY N. GAMBLE, M.S.W., Acting Director of Field Instruction

¹Effective December 3, 1984

²Resigned December 31, 1984

1. Effective July 1, 1985

ADMINISTRATIVE BOARD

- 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; Chairperson of Public Welfare Specialization
 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
 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 School;
 Chairperson of Health and Medical Care Specialization
 JOHN B. TURNER, M.S.S.A. and D.S.W., Case Western Reserve; William Rand Kenan,
 Jr., Professor of Social Work

Associate Professors

- S. RACHEL DEDMON, M.S.S.W., University of Tennessee; Ph.D., Smith College;
 Chairperson of Mental Health Specialization
 H. CARLISLE HENLEY, JR., M.S.P.H., and Ph.D., The University of North Carolina at
 Chapel Hill
 ALBERT L. JOHNSON, M.A., University of Chicago; M.P.H. and Ph.D., The University
 of North Carolina at Chapel Hill²
 AUDREYE E. JOHNSON, M.A., University of Chicago; Ph.D., University of Denver
 ANN L. OVERBECK, M.S.S. and Ph.D., Smith College³
 JANICE H. SCHOPLER, M.S.W., University of Michigan⁴
 RICHARD H. UHLIG, M.S.W., University of California at Berkeley; Ph.D., Brandeis
 University

Assistant Professors

- GARY L. BOWEN, M.S.W., The University of North Carolina at Chapel Hill; Ph.D.,
 The University of North Carolina at Greensboro⁵
 PETER J. JOHNSON, M.S.W., Smith College; Ph.D., Florida State University⁶
 ALBERT W. KING, M.S.W., The University of North Carolina at Chapel Hill;
 Chairperson of Families and Children Specialization

2. Retired March 31, 1985

3. Effective August 1, 1985

4. Leave of Absence (Academic Year 1985-1986)

5. Effective August 1, 1985

6. Leave of Absence (Academic Year 1985-86); Resigned June 30, 1986

GARY M. NELSON, M.S.W. and D.S.W., University of California at Berkeley;
Chairperson of Core Curriculum; Chairperson of Services to Older Adults
Specialization

CAROL W. WILLIAMS, M.S.W. and D.S.W., University of Southern California, LA

Lecturers

DOROTHY N. GAMBLE, M.S.W., Columbia University

ELAINE L. GOOLSBY, 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, Lecturer 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

LARRY A. WEESE, M.S.S.W., University of Tennessee⁷

Clinical Faculty

JACK M. RICHMAN, Clinical Assistant Professor, M.S.W., State University of New
York at Albany; Ph.D., Florida State University

C. KEITH SCHAFER, Clinical Assistant Professor, M.Ed., Drury College, Ed.D.,
University of Missouri

FLORENCE G. SOLTYS, Clinical Assistant Professor, M.S.W., The Univeristy of North
Carolina at Chapel Hill⁸

J. ANN SULLIVAN, Clinical Instructor, M.S.W., University of South Carolina

Part-Time Temporary Faculty

M. CARLEAN GILBERT, Lecturer, M.S.W., The University of North Carolina at Chapel
Hill (1985-86 Academic Year)⁹

HANSEL H. HOLLINGSWORTH, Lecturer, M.S.W., Vanderbilt University (1985-86
Academic Year)¹⁰

ALBERT L. JOHNSON, Associate Professor, M.A., University of Chicago; M.P.H. and
Ph.D., The University of North Carolina at Chapel Hill (Academic Year
1985-86)¹¹

JAY C. WILLIAMS, Lecturer, M.S.W., The University of North Carolina at Chapel Hill¹²

Visiting Faculty

KEITH E. ALDRIDGE, Visiting Lecturer, M.S.W., The University of North Carolina
at Chapel Hill (Spring 1986)¹³

NEPPIE Y. BURWELL, Visiting Lecturer, M.S.W., Washington University-St. Louis;
Ph.D., Cornell University (Spring 1986)¹³

JAMES N. CUOMO, Visiting Lecturer, M.S.W., Florida State University (Spring 1986)¹³

7. Resigned April 30, 1985

8. Effective December 1, 1985

9. End of Appointment as Visiting Lecturer, June 30, 1985; Appointed Visiting Lecturer, 1985 First Summer
Session; Appointed Lecturer 9-1-85

10. End of Appointment as Visiting Lecturer, May 12, 1985; Appointed Lecturer September 1, 1985

11. Appointed August 15, 1985

12. End of Appointment as Visiting Lecturer, December 31, 1984; Appointed Lecturer August 15, 1985

13. Effective January 1, 1986

- JUDITH N. EASTMAN, Visiting Lecturer, M.S.W., The University of North Carolina at Chapel Hill¹⁴
- LISA P. GWYTHYER, Visiting Lecturer, M.S.S.A., Case Western Reserve¹⁴
- ALLIE H. FREEMAN, Visiting Lecturer, M.S.W., Atlanta University, GA (Spring 1986)¹⁵
- LYNN E. GUNN, Visiting Lecturer, M.A., The University of North Carolina at Chapel Hill (Spring 1986)¹⁵
- WILBUR HAYDEN, Visiting Lecturer, M.S.W., The University of North Carolina at Chapel Hill (Fall 1985)¹⁶
- DAVID B. LANGMEYER, Visiting Lecturer, M.A. and Ph.D., The University of North Carolina at Chapel Hill (Spring 1986)¹⁷
- HOWARD N. LEE, Visiting Lecturer, M.S.W., The University of North Carolina at Chapel Hill¹⁸
- STEPHEN M. MARSON, Visiting Lecturer, M.S.W., Ohio State University; Ph.D., North Carolina State University (Spring 1986)¹⁹
- ALICE C. MYERS, Visiting Lecturer, M.S.W., The University of North Carolina at Chapel Hill (Spring 1986)¹⁹
- ILENE B. NELSON, Visiting Lecturer, M.A., University of Chicago; J.D., University of California²⁰
- TEME M. REICE, Visiting Lecturer, M.S.W., Michigan State University; Ph.D., The University of North Carolina at Chapel Hill²⁰
- CONSTANCE C. RENZ, Visiting Lecturer, M.S.W., The University of North Carolina at Chapel Hill (Spring 1986, Fall 1986)²¹
- MARTHA J. SORENSEN, Visiting Lecturer, M.A., University of South Florida; M.S.W., The University of North Carolina at Chapel Hill²²

Non-Faculty

- WILDA N. CARTER-NEVILLE, M.Ed., Program Specialist, Group Child Care Consultant Services²³
- GEORGE P. COLE, JR., M.S.W., Project Coordinator, Group Child Care Consultant Services²⁴
- BEVERLY W. CUTTER, B.A., Development Officer, National Child Welfare Leadership Center²⁵

14. End of Appointment, June 30, 1985

15. Effective January 1, 1986

16. Effective September 1, 1985

17. Effective January 1, 1986

18. End of Appointment, August 31, 1985

19. Effective, January 1, 1986

20. End of Appointment, June 30, 1985

21. End of Appointment, Visiting Lecturer, June 30, 1985; Appointed Visiting Lecturer, 1985 First Summer Session; Appointed Lecturer, September 1, 1985; Appointed Visiting Lecturer, January 1, 1986

22. End of Appointment, June 30, 1985

23. End of Employment, September 30, 1985

24. End of Employment, February 28, 1986

25. End of Employment, May 15, 1985

WILLIAM V. GRIFFIN, M.S.W., M.P.A., Management Training Specialist, National Child Welfare Leadership Center²⁶

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

WILFORD J. HAMM, Research Associate, M.S.S.W., University of Wisconsin²⁷

J. CALLIE JUSTICE, Research Assistant, M.S.W., The University of North Carolina at Chapel Hill²⁸

RAYMOND S. KIRK, M.A., Ph.D., Management Specialist, National Child Welfare Leadership Center²⁹

B. DIANNE MARTIN, Research Assistant; B.A., The University of Virginia

ELAINE A. WHITWORTH, Research Associate, M.S.W., University of Chicago

Support Staff

EMMA M. BECKHAM, B.A., Secretary, National Child Welfare Leadership Center Services³⁰

SUE S. CASTLE, B.S., School Business Manager

VIRGINIA E. COLEY, Secretary, Field Instruction Program

SYLVIA B. CONLEY, B.S., Accounting Technician

MARIE A. deJONG, M.A., Secretary, Academic Program

LORRAINE L. KARMONOCKY, Word Processing Center Supervisor, Academic Program

SHERON D. LYON, B.S., Secretary, Sickle Cell Project

DOROTHY J. MEYER, Admissions Secretary, Academic Program

MARTHA J. NELSON, Secretary, National Child Welfare Leadership Center

JENNIFER L. NEVILLE, A.A. Enrolled Students Secretary, Academic Program

BETTY H. POUNDERS, Secretary to the Deans, Academic Program

ANDREA P. QUINN, B.A., Secretary, Academic Program

GRETCHEN STANCELL, Accounting Technician

REBA P. SULLIVAN, Administrative Assistant, Group Child Care Consultant Services/
National Child Welfare Leadership Center

KENNETH W. YOW, B.S., Systems Analyst

26. End of Appointment, September 30, 1985

27. End of Appointment, January 15, 1986

28. Resigned November 30, 1985

29. Effective November 1, 1985

30. Effective August 22, 1985

Field Instructors (1985-86)

ASHEBORO	Bob Newsome, Randolph Co. Mental Health Center Elaine Purpel, Randolph County Mental Health Center
BURLINGTON	Vickie Atkinson, Alamance Mental Health Center Alice Carlton, Alamance Memorial Hospital Clyde Christmas, Twin Lakes Center Wayne Hadler, Alamance County Mental Health Center Joe Harris, Alamance Memorial Hospital
BUTNER	Mary Bowe, Murdoch Center Amy Eldridge, Dorothea Dix Hospital Janet Graden, Dorothea Dix Hospital Carol Mackie, Dorothea Dix Hospital Ann Parish, John Umstead Hospital
CHAPEL HILL	Mary Ann Chapp, Orange County Rape Crisis Center Rima Coggins, Janus Tree House Carolyn Cole, North Carolina Memorial Hospital Janet Colm, Orange Co. Planned Parenthood Janet Cousins, Chapel Hill Police Department Connie Culbreth, North Carolina Memorial Hospital Kay Flinn, North Carolina Memorial Hospital George Gamble, UNC Campus Y Carol Hadler, North Carolina Memorial Hospital Wes Hare, Twin Streams Educational Center Florence Harris, North Carolina Memorial Hospital Glenda Harris, OPC Mental Health Lucille Hawk, Home Health Agency Wallace Hill, North Carolina Memorial Hospital Kathy Kalanyos, North Carolina Memorial Hospital Tim Kimrey, Church of Reconciliation Marie Lauria, North Carolina Memorial Hospital Jean Livermore, North Carolina Memorial Hospital Gary Mesibov, North Carolina Memorial Hospital Claire Millar, Dispute Settlement Center Jeanne Nuzum, Orange County Department of Social Services Kay Patterson, North Carolina Memorial Hospital Kathy Putham, Orange County Department of Social Services John Reinhold, North Carolina Memorial Hospital Janice Ryan, North Carolina Memorial Hospital Mary Winne Sherwood, OPC Mental Health Tim Slaven, OPC Mental Health Mike Smith, OPC Mental Health Janet Urman, Planned Parenthood Dorothy Verwoerd, North Carolina Memorial Hospital Darlene Wells, Orange County Women's Center Diane Wildman, North Carolina Memorial Hospital Irene Zipper, Head Start
DURHAM	Doris Anderson, Duke University Medical Center Jo Baker, Duke University Medical Center Edna Ballard, Duke University Medical Center

Winnie Breeden, Durham County Mental Health Center
 Sandra Butler, Orange/Durham Battered Women's Shelter
 Donald Davis, Veterans Administration Medical Center
 Nancy Fay, Durham County Mental Health
 Emily Feidelson, Duke University Medical Center
 Charles Finch, Durham, County Department of Social Services
 William Fraker, Duke University Medical Center
 Jill Grossholz, Durham County Schools
 Lisa Gwyther, Duke University Medical Center
 Gael Hallenbeck, Durham County DSS
 Lorna Hicks, Orange Durham Coalition for Battered Women
 Dan Hudgins, Durham County DSS
 Lauri Langham, Durham County Mental Health
 Suzanne Levine, Trinity House
 Clarise Mason, Women in Action
 David May, Family Counseling
 William Meyer, Duke University Medical Center
 Irene Moore, Duke University Medical Center
 Jeanne Niemeyer, CAPSS
 Louis Niemeyer, Bueneter Associates
 Betty Parham, Veterans Administration Medical Center
 Caryl Polk, Veterans Administration Medical Center
 Barbara Robinson, Durham County DSS
 Sue Stevens, Veterans Administration Medical Center
 Mickey Tullar, Duke University Medical Center
 Mike Waters, Durham County DSS
 Connie Winstead, Duke University Medical Center
 Ernest Witherspoon, Lincoln Community Health Center
 Terri Woodford, Durham County General Hospital

ELON COLLEGE

Deborah Reed, Elon Home for Children

FAYETTEVILLE

Marla Berg-Weger, Fayetteville AHEC
 Valery Bissett, Cumberland County DSS
 Jerry Evans, Onslow County DSS
 Janice Glosson, Cumberland County Mental Health
 Ron Huffman, HSA Cumberland Hospital
 Comantha Johnson, Cherry Hospital
 Connie Lucas, Fayetteville DEC
 Michael Lydon, Veterans Outreach Center
 Michael McIntyre, HSA Cumberland Hospital
 James Sprouse, HSA Cumberland Hospital

FORT BRAGG

Martha Beach, Womack Army Community Hospital

GREENSBORO

Kaye Brandon, Guilford County Health Department
 Rebecca Davis, Evergreens, Inc.
 Kevin King, Greensboro Adult Services
 Ken Knight, Family and Child Services
 Larry Stone, Greensboro Drug Action
 Barbara Wylie, Moses Cone Hospital

HENDERSON

John Beck, Vance County Mental Health Center
 Betsy Koerber, Vance County Mental Health
 Joan Lester, Vance, Granville Mental Health

	Peter Perlman, Vance County Mental Health Center Emily Samuelson, Vance County Mental Health
HILLSBOROUGH	David Donlon, OPC Mental Health Andy Mulcahy, Family Counseling Center Frank Stalfa, Family Counseling Center
PITTSBORO	Paula Browder, Chatham County DSS Joanne Caye, Chatham County DSS
RALEIGH	Bill Childress, Raleigh DEC Larry Ellsworth, Wake County Mental Health Ray Gilmore, Wake County Juvenile Treatment Center Marge Grabarek, Catholic Social Services Cynthia Hazen, Wake County Mental Health Center Linda Johnson, Wake County DSS Mary Ellen Kemp, Wake Juvenile Treatment Center Pat Lykins, Wake County YWCA Mike Mescall, Spectrum House Dorcas R. Miller, N.C. Corrections Center for Women David Moser, Triangle J Council of Government Gary Ostroske, United Way of Wake County Marion Sigmon, Wake County Aging Center Wayne Townsend, Family Services of Wake County Martha Waters, Wake County Juvenile Treatment Center Evelyn Williams, INTERACT
ROXBORO	David Kittridge, Orange-Person-Chatham Mental Health Center
WINSTON-SALEM	Elaine Canipe, Forsythe/Stokes Mental Health Rebecca Lawhon, Family Services, Inc. Bernice Everhart, Bowman Gray School of Medicine

FIELD ADVISORY COMMITTEE

Pauline Brown, Greensboro Public Schools
Jane Cousins, Chapel Hill Police Department
Dana Courtney, Durham County DSS (Chair)
Dr. Rebecca Davis, Evergreens, Inc.
Ray Gilmore, Wake County Juvenile Treatment Center
Lisa Gwyther, Duke Medical Center
Nyra Hill, Durham County General Hospital
Wallace Hill, North Carolina Memorial Hospital
Linda Johnson, Wake County DSS
Gail McNeil, VA Medical Center
Jeannie Niemeyer, Child and Parent Support Services
Peter Perlman, Vance County Mental Health Center
Melanie Roskin, North Carolina Memorial Hospital
Ruth Whitsel, OPC Mental Health Center
Dr. Kermit Nash, UNC-CH School of Social Work
Dr. Rachel Dedmon, Associate Dean, UNC-CH School of Social Work

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 88,200.

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.

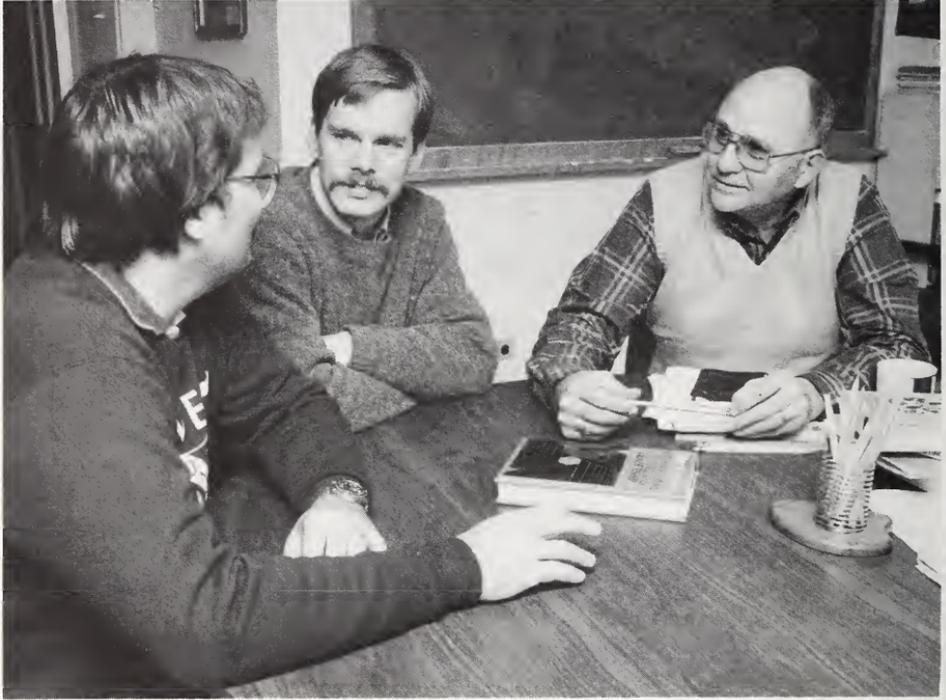
UNIVERSITY

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 21,500.

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 team, known as the North Carolina Tar Heels, belongs to the Atlantic Coast Conference and provides 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 63 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 for master's degree education continuously by the Council on Social Work Education since that national accrediting body was established in 1952. The last accreditation was 1980.

The 1985-86 total enrollment of the Master's Degree program is 243, this includes students studying in the On-Campus and Field Based 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 1985-86 academic year, there are 170 students enrolled in the On-Campus program. The second year 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 Field Based 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 or in Battle Hall. Both are on UNC-CH's North Campus on East Franklin Street. Some of the School's community service, research, technical assistance, and consultation programs are housed in nearby facilities. All classes are conducted in classroom buildings on the North Campus.

Field Based (Extension Programs)

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 Field Based or 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 around the state. 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 as well as part-time social work lecturers. 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 twenty-year history, the Field Based Program has admitted a total of 715 students. The School presently has extension sites located on the campuses of The University of North Carolina at Asheville and Fayetteville State University. Additional sites in other parts of the state may be established.

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 1985-86, the major areas of community service are as follows:

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 multidisciplinary 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 service.

NCWLC programs fall into two broad categories: (1) those designed to enhance the leadership capabilities of child welfare administrators and policy makers; and (2) those designed to improve client service delivery through interdisciplinary approaches, greater use of community resources and informal support networks, and the application of knowledge gained through relevant research efforts.

A Demonstration of the Impact of Psychosocial Multiresource Systems on the Lifestyle of Genetically Affected Children and Adolescents

This is a three year project to demonstrate the impact of psychosocial multiresource (PSMR) systems on comprehensive medical care for individuals with sickle cell disease. The specific objectives are:

1. to identify the PSMR systems available to sickle cell disease patients and their families,
2. to assess the utilization of PSMR systems by sickle cell disease patients and families,
3. to measure patient satisfaction with the PSMR system(s)
4. to measure health care professionals' perceptions of the effectiveness of PSMR system(s) on comprehensive medical care,
5. to measure agency satisfaction with the provision of psychosocial services,
6. to measure the impact on PSMR system(s) on comprehensive medical care.

This project is a statewide effort including personnel from the hospital based comprehensive sickle cell programs, community based programs, and educator-counselors employed by the State Sickle Cell Syndrome Program. The hospital based personnel, physician and social worker will take the leadership – the physician for medical evaluation, the social worker for psychosocial assessment and needs identification. The social worker will coordinate and collaborate with the community based programs, and the genetic educator-counselors from the State Program. The latter may serve as facilitator to overcome identified barriers and also participate in needs assessment.

Short-Term Training In Geriatric Social Work

Background

In 1984 Robert P. Stewart, President of the National Association of Social Workers (NASW), called upon the profession of social work to exert more leadership in assuring well-trained social workers to serve the nation's elderly. The School of Social Work at The University of North Carolina has responded to this need by offering a series of short-term training options to social work practitioners and educators in North Carolina. The School is able to offer short-term training in geriatric social work as a result of its participation in a University-wide Geriatric Education Center.

Geriatric Education Center

The University of North Carolina Geriatric Education Center (GEC) is a cooperative training program of The University of North Carolina at Chapel Hill. Participating members include the UNC Schools of Social Work, Public Health, Medicine, Nursing, Dentistry, and Pharmacy; North Carolina Central University Department of Public Administration; Duke University Center for the Study of Aging and Human Development; and the Geriatric Research, Education, and Clinical Center of the Veteran's Administration Medical Center, Durham, N.C. The University of North Carolina GEC is funded by a grant from the Bureau of Health Professions, U.S. Department of Health and Human Services.

Geriatric Social Work: Short-Term Training Objectives

- to offer in-service education seminars in geriatrics to academic social work educators. Seminars will focus on geriatric social work issues in the areas of family and informal support networks, health care, mental health, and public welfare.
- to offer short-term intensive training workshops to social work field faculty in geriatric assessment and case management. Seminars will also be tailored to address the needs of field faculty in the areas of family services, health care, mental health, and public welfare.
- to offer short-term intensive training options for social work field faculty by drawing on lectures from the CORE Multidisciplinary Course. Course content stresses health and medical area issues of the aged.
- to offer short-term intensive training opportunities for graduate social work students by drawing on lectures from the CORE Multidisciplinary Course.
- to offer a Summer Institute in Social Services and Long-Term Care to provide training for management and line staff in programs under the North Carolina Division of Social Services.

CURRICULUM INFORMATION

The School offers a program (see note at end) of classroom and field work study leading to the Master of Social Work degree. The curriculum emphasis is on preparing students for agency-based practice, both public and voluntary, with emphasis on the public sector agencies. Specific curriculum concerns support the School's educational mission and recognize the uniqueness of the region served. These concerns are for: (1) oppressed groups, with emphasis on women, on Blacks, and on other racial minorities; (2) poverty, addressing both the causes and effects; and (3) rurality, recognizing how services are structured and resources developed in rural areas.

The content of the curriculum is offered within the context of basic values which undergird social work as a profession and to which students are expected to demonstrate a commitment. These values involve equal access to services; regard for individual worth and human dignity; right of self determination; availability of humane social institutions responsive to human needs; acceptance of the unique characteristics of diverse populations; and personal responsibility for ethical conduct, quality of practice, and continuous growth of knowledge and skills.

Overall Curriculum Plan

The curriculum of the School is broadly divided in a first year core curriculum and a second year specialization curriculum. The core curriculum offers all students an introduction in the basics of social work education, namely, human behavior and social environment, social policy, research, practice, and field practicum. In the second year, specializations are available in Services to Older Adults, Health and Medical Services, Mental Health Services, Public Welfare Administration, and Services to Families and Children.

Field work is an essential component of both years of study. 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 scheduled concurrently with field work and experiences for developing discipline in the use of self as a professional person. The first year field placement involves both direct and indirect practice; the second is arranged in an agency appropriate to the chosen specialization and can involve either direct or indirect practice, or both.

Placement sites are diverse but are chosen because of the practice learning they make possible. Typically these settings are in family and children's services, medical and rehabilitative services, community mental health centers, public welfare agen-

cies, community organizational programs, and other specialized programs. Although some are on campus, most are not and require students having the use of a car.

The Core Curriculum

The core curriculum is designed to provide students with a foundation for all social work practice, both that which is carried out directly with clients as individuals, in families and in groups (direct service), and that which is carried out in behalf of clients within communities and organizations (indirect service). In the first semester, all students take the same courses from the basic social work education areas. Within the second semester, students are allowed options in practice and research courses from which they can guide their study towards either direct service or indirect service. They can also choose an option in human behavior and social environment to begin exploration of second year specializations.

Upon completion of the core curriculum, students should be able to demonstrate an understanding:

1. of relationships (between individuals, between individuals and institutions, and between individuals and environments),
2. of the value of promoting personal and social conditions which enhance the well-being of client systems, especially in promoting equality in access,
3. of the value of eliminating conditions which impede the well-being of client systems, especially those dealing with race, sex, and class bias,
4. of ways social welfare policies, program, and services are developed,
5. of how to promote through social action those policies, programs, and services which enhance well-being.

Students should have skills for:

1. ethical and effective social work practice which serves individuals, families, groups, organizations, and communities and which involves the processes of assessment, goal setting, intervention, and evaluation of practice, and
2. assessing the research of others and for designing procedures for their own research.

First Semester (Fall)

Foundations of Social Welfare	3 hrs.
Practice with Individuals, Families, and Groups	3 hrs.
Practice with Organizations and Communities	3 hrs.
Social Work Research Methods I	2 hrs.
Human Behavior and the Social Environment	3 hrs.
Social Work Practicum I	4 hrs.
	18 hrs.

Second Semester (Spring)

Social Work Practice (*)	3 hrs.
Social Work Research Methods II (*)	2 hrs.
Human Behavior and the Social Environment (*)	3 hrs.
Nature and Etiology of Institutionalized Discrimination	3 hrs.
Social Work Practicum II	<u>4 hrs.</u>
	15 hrs.

(*) Denotes courses in which students have options; all other courses are required.

It is possible for first year students to exempt a limited number of courses, i.e., up to 9 hours. Fall semester first year courses can be exempted by passing an exemption examination given during the orientation and registration period of the first semester of enrollment. Exemption examinations will be held for spring semester classes in late fall semester.

The Specialization Curriculum

Prior to the initiation of second year study, students select a practice area in which to specialize or to organize their class work and field work. The five areas are: Services to Older Adults, Health and Medical Services, Mental Health Services, Public Welfare Administration, and Services to Families and Children. Further, students select a focus for their practice within that specialization by preferring direct service or indirect service. The required methods course and the field work will reflect the practice focus. All five specializations are structured similarly and the 30 hours of second year study are distributed as follows:

Methods (Direct or Indirect)	3 hrs.
Social Policy	3 hrs.
Human Behavior and Social Environment	3 hrs.
Social Work Research	3 hrs.
Elective	3 hrs.
Elective	3 hrs.
Social Work Practicum III and IV	<u>12 hrs.</u>
	30 hrs.

Field Work and the methods, policy, and human behavior and social environment courses must be taken within the specialization. Some specializations offer more than one course within these areas and students have an option. The research requirement is the same for all specializations and there are three options for completing the requirement. Students choose between two advanced research courses or choose to write a Master's Essay which is a major paper based on practice research. The essay needs to be centered within the specialization; the work assigned within the practice evaluation courses can be associated with specialization interests. The two electives are completely free. They might be taken within the specialization to specialize further or in another specialization in an effort to broaden one's preparation, or in another graduate level program on campus.

At the end of the second year, it is expected that each graduating student will have mastered and integrated specialization content as guided by professional values and ethics. Specifically, it is expected that students will be able to demonstrate within their specialized field:

1. knowledge and skill in the assessment of relationships among biological, psychological, social, and cultural systems;
2. knowledge of relevant policies and skill in policy analysis and development;
3. knowledge of related practice theory and skill at an advanced level to work with individuals, families, and groups, or with organizations and communities;
4. knowledge and skill in the use of research and in the evaluation of practice.

Note:

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.

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 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*.



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 adviser.

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.

COURSES FOR GRADUATES AND ADVANCED UNDERGRADUATES

- 101 Social Welfare Policy** **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 Introduction to Research Methodology** **3 Hours**
Introduces students to the overall scientific approach, from ethical issues and problem formulation through hypotheses, causality, research designs, conceptualization, operationalization measurement, data collection, and analysis.
- 103 Human Behavior: A Life Cycle Perspective** **3 Hours**
Study of the life cycle from prenatal to old age, examining the influences of biological, social, psychological, and cultural systems on human behavior and the implications for social service interventions.
- 105 Developmentally Handicapped Children and Their Families: An Interdisciplinary Approach** **3 Hours**
Provides content of the range and complexities of developmental disabilities, presents a model of interdisciplinary diagnosis and management of developmentally disabled children and their families.
- 106 Racism: Implications for Human Services** **3 Hours**
The organizing focus for this course will be how to work with minority groups, especially African-Americans. The conceptual framework will be directed toward relationship building to enhance service delivery.

COURSES FOR GRADUATES

- 203 The Nature and Etiology of Institutionalized Discrimination** **3 Hours**
 The nature and etiology of institutionalized discrimination and its implications for social work are examined. Particular attention is paid to issues relating to race and gender.
- 220 Social Work Practicum I** **4 Hours**
 Students learn beginning practice skills through experimental opportunities, apply core knowledge to direct (individuals, families, groups) and indirect (organizations, communities) social work practice two days per week in an agency setting.
- 221 Social Work Practicum II** **4 Hours**
 This is a continuation of SoWo 220 providing opportunities for students to demonstrate increased ability to assess, plan, administer, and evaluate appropriate social work practice interventions.
- 222 Social Work Practicum III** **6 Hours**
 The student applies specialized knowledge to social work practice at an advanced level with individuals, families, small groups, organizations, and/or communities in an agency of their specialized field.
- 223 Social Work Practicum IV** **6 Hours**
 A continuation of SoWo 222 providing opportunities for the students to demonstrate increased ability to assess, plan, administer, and evaluate appropriate social work interventions in a specialized field of practice.
- 224 Social Work Practice with Work Groups, Organizations, and Communities** **3 Hours**
 This course engages students in an exploration and validation of those processes, principles, and technologies involved in helping work groups, organizations, and communities.
- 225 Human Service Organization Management** **3 Hours**
 Introduces basic functions and methodologies of administration and selected theories of administrative behavior. The course is taught from the perspective of human service agencies and the role of the administrator.
- 226 Family-Centered Social Work Practice** **3 Hours**
 Seminar introduces students to family-centered social work practice. Course provides a theoretical base for developing direct practice skills in the treatment of the family as a unit.
- 227 Social Work Services with Individuals** **3 Hours**
 Course provides the foundation for social work practice with individuals, within the context of social welfare organizations. Basic knowledge, analytic and practice skills, and values necessary for practice are emphasized.
- 228 Social Work Practice with Groups** **3 Hours**
 Course designed to enable students to become more knowledgeable and skillful as social group workers. Phases of group development and worker tasks in each phase provide the course framework.
- 230 Adult Psychopathology** **3 Hours**
 An examination of individual adult functioning considered disordered in today's American society, introduced by an ego psychology framework for understanding adaptation.

- 232 Small Group and Organizational Dynamics** **3 Hours**
Drawing upon an interdisciplinary research and practice experience, this course examines those factors which define and influence small group and organizational behavior.
- 233 Family Stress: Coping and Social Support** **3 Hours**
A review of theories and research on family stress, coping, and social support; an examination of family resources and adaptation associated with life cycle transitions, environmental situations, and catastrophic events.
- 234 Child and Adolescent Psychopathology** **3 Hours**
A review of expected, age-related behavior in infants, children, and adolescents (ICA) with a focus on psychological maladjustment commonly seen in these populations.
- 236 Human Behavior of Aging** **3 Hours**
Course presents major biological, psychological, and sociological theories used to understand normal aging process. Course also surveys pathologies and functional disorders associated with aging. Special emphasis given to disadvantaged populations.
- 237 Biological Processes and Interventive Strategies** **3 Hours**
This course follows human development, both biological and psychological, throughout the life cycle. Erikson's conception of psychological development is used as the primary model of psychosocial development.
- 239 Political Economy of Public Welfare Administration** **3 Hours**
This course explores the political and economic environment for the development and administration of Public Welfare policies and programs.
- 243 Marriage Counseling** **3 Hours**
A clinical seminar which analyzes the operations and character of marriage counseling as a human service technique.
- 244 Social Work with the Developmentally Disabled** **3 Hours**
This course provides an overview of primary developmentally handicaps that adversely affect normal human development. It considers etiology, prevalence, incidence, prognosis, and social work services with the person and family.
- 245 Mental Health Methods with Adults** **3 Hours**
This seminar, designed for students specializing in clinical mental health practice, builds on the knowledge base of methods with individuals and examines from a psychosocial perspective work with adult clients.
- 246 Social Work Practice with the Elderly** **3 Hours**
Course addresses social work practice with elderly in areas of individual and family treatment, group work, case management, supervision, consultation and training, and beginning skills in program planning and administration.
- 247 Social Work Practice in Health Settings** **3 Hours**
This course provides students with a knowledge base for practice in health settings. The context of practice, the issues and dilemmas, the multiple roles, and the psychosocial ramifications are examined.
- 248 Mental Health Methods with Children and Adolescents** **3 Hours**
This methods course for clinical social work with children and adolescents covers assessment, choice of intervention, specific techniques, and prevention information.

- 249 Social Work Practice in Public Welfare** **3 Hours**
This course examines the social work task of translating and administering public welfare policies into individualized programs and services. Specific public welfare programs are analyzed regarding policy origins, programmatic structure, and practice methodology.
- 251 Citizen Participation and Volunteer Involvement** **3 Hours**
This practice course examines methods of citizen participation with a focus on human services planning, volunteer involvement with a focus on professional partnerships, and grassroots organization.
- 253 Social Work Practice with Children** **3 Hours**
Course is designed to develop the knowledge and skill required for effective assessment and intervention with children and youth experiencing stress. Environment, culture, family, coping styles, and developmental influences are examined.
- 262 Agency Services to Families and Children** **3 Hours**
This course examines the history, problems and issues, policies and practices of public and voluntary sector agencies that provide family and children's services.
- 263 Mental Health Policy** **3 Hours**
This course provides information on current policies affecting national and state mental health services. It examines historical trends, factors influencing policy, and strategies for policy change.
- 264 Family Policy** **3 Hours**
Policies impacting American families with children will be examined as well as the family policy provisions in other western nations in order to develop a broad understanding of policy alternatives.
- 266 Social Policy in Aging** **3 Hours**
Course provides knowledge in social service, health, and income policy with the aged. Issues pertaining to informal support system and disadvantaged groups are explored in the context of aging policy.
- 269 Administrative Policy** **3 Hours**
This course is designed as a seminar to provide the opportunities to study the processes of administrative policy making and to apply knowledge of policy making to specialization policy issues and problems.
- 273 Role and Role Relationships in Health and Mental Health Settings** **3 Hours**
This course examines social work in relation to others on the team. The focus is on the collaborative process.
- 274 Human Services Planning in Local Communities** **3 Hours**
An examination of community planning at the local level in one or more human service fields. Planning as a process and a methodology. The role and function of the planner.
- 277 Social Work Supervision** **3 Hours**
This course examines the orientations, personal tasks, and organization technologies inherent in the supervision of human service personnel, programs, and/or work units.

278	Training and Organizational Development Drawing upon the fields of "training" and "organizational development," this course examines the construction, implementation, and evaluation of developmental efforts of personnel and organizations.	3 Hours
279	Planning Human Services Programs Drawing upon a reference base of "planning" as a professional activity, this course examines the tools and technology of planning human service programs.	3 Hours
282	The Nature, Dynamics, and Treatment of Family Violence This course provides an in-depth analysis of the etiology, effects, and dynamics of family violence as well as the identification of appropriate assessment and treatment strategies.	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
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
320	Individualized Field Practicum (carries a field fee of \$225.00)	1-6 Hours
330	Seminar in Human Behavior and Social Environment	1-6 Hours
340	Seminar in Direct Practice	1-6 Hours
350	Seminar in Specialized Practice	1-6 Hours
360	Seminar in Social Practice	1-6 Hours
370	Seminar in Indirect Practice	1-6 Hours
380	Special Topics in Social Work	1-6 Hours
381	Special Topics in Human Behavior and Social Environment	1-6 Hours
382	Special Topics in Practice	1-6 Hours
383	Special Topics in Policy	1-6 Hours
384	Special Topics in Research	1-6 Hours
385	Special Topics in Aging	1-6 Hours
386	Special Topics in Family and Children	1-6 Hours
387	Special Topics in Health	1-6 Hours
388	Special Topics in Mental Health	1-6 Hours
389	Special Topics in Public Welfare Administration	1-6 Hours
390	Seminar in Research	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 60 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 specialization chairperson.
3. Students in the two year program and field based 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 60 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 33-36 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

graduate 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 and field based 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 60 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 generally are taken the second semester of the second year of study. Comprehensive examinations are also offered in the fall semester for those students who did not complete the examinations in the spring. 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 two basic research methodology courses taken in the first year. Students may take either an advanced research course, SoWo 290, or SoWo 292, or complete the essay requirement, registering for SoWo 300.

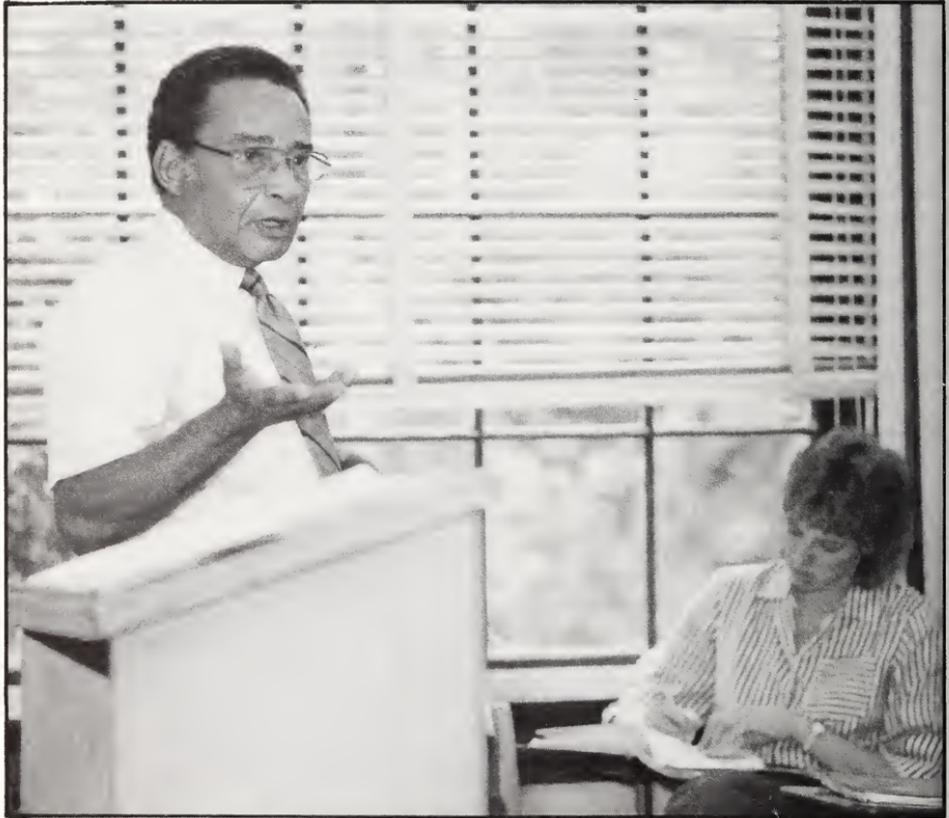
The essay can be an individual or group effort in research dealing with a social work practice issue. It can vary from a report of extensive literature study of a practice issue to a report on experimental research of a practice problem. The research is completed with the guidance of an essay adviser assigned by the specialization. Upon completion of the project, the adviser 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 \$25 nonrefundable application fee is required by the Graduate School.

Basic Admissions Requirements

Applicants to all units of the On-Campus and Field-Based (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 of all applicants.*
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 or volunteer social work experience are given priority in admissions reviews. 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 July 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. Transcripts of all Undergraduate and Graduate Work

Persons applying for Advanced Standing, Field-Based, 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 or aptitude section). In occasional circumstances, particularly when the applicant has successful, paid or volunteer 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 August 1.

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 field-based (extension) students.

Advanced Standing Admissions

A limited number of positions are available for admission with advanced standing. 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 one or 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 the 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.

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 or 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.

Field-Based (Extension) Program Admissions

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

Foreign Admissions

Applications for admission from *degree-seeking, non-U.S. applicants* are processed in the same way as those from U.S. applicants, except for the following important distinctions. The foreign student often is supported by the U.S. Government, private foundations, Fulbright travel, home government funds. In these instances, the sponsor's financial responsibilities are clearly established and the sponsor issues the necessary immigration documents. In those cases where the foreign student is supported by personal funds, the necessary certificate of eligibility is issued by the Graduate School. Students who plan to use personal funds to finance their education must provide the University with verification that the necessary funds are available (the University will provide a form for this purpose). In any case, an offer of admission will not be made until the applicant has provided positive information that adequate funds for his or her education are available.

All foreign applicants, except those from English-speaking countries, must provide proof of English language proficiency by receiving acceptable scores on the Test of English as a Foreign Language (TOEFL). The required minimum total score on the TOEFL test is 525, with a minimum score of 50 for each of the three sections of the TOEFL test. In addition, each new student must (1) take the University's English Proficiency Test at the beginning of the first semester of study and (2) enroll in and attend a non-credit course entitled "English for Foreign Students" (Linguistics 116X). This course is waived for those receiving adequate scores on the University's Proficiency Test. Linguistics 116X, lasting through the student's first semester, is designed to improve English communication skills and thereby enhance the student's capabilities as a graduate student. If the course is not passed, it must be taken again.

Applications for admission from *nondegree-seeking, non-U.S. applicants* are processed in the same way as those from degree-seeking applicants, and the same requirements

must be met, except for the following distinctions. Nondegree seeking, non-U.S. applications will be processed providing the applicant receives a minimum total score of 497 on the TOEFL *and* that he/she secures and files with the School of Social Work's Admissions Office at least two letters from his/her country of citizenship (one person from an English-speaking country and one from a faculty member in his/her major subject) stating that his/her ability to write and read in English is adequate to pursue graduate study.

Immunization Requirement

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

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



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

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. For financial aid of any kind you must complete the standard Financial Aid Form. This is a national form and can be obtained at most college and university student aid offices, as well as from high school counselors. 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 at least three hours of degree-credit work, and demonstrate financial need. However, the School of Social Work requires all degree-seeking students to enroll for at least six hours of course credit.

School Resources

A few *stipends* are usually available for full-time students. These are awarded on the basis of financial need, good academic standing, and interest in the funding area. In the 1985-86 academic year, the only funding area for minority students 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 the basis 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-Lucas 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 small 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 **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.

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 1985-86 scholarship is \$300.

The **Jane Curtis Parker Fund**, established initially by the family and friends of Jane Curtis Parker, 1954 alumna of the School of Social Work, is awarded to the student whose qualities characterize Mrs. Parker's approach in the conduct of her professional life: compassion, social justice, courage, and an inspirational effect on others.

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.





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 adviser who generally serves for one year. The adviser 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 adviser and a separate field liaison. In the majority of cases, however, they are the same. Assignment of adviser and/or liaison is made by the specialization in which the student is studying.

There is generally a change of advisers in the second year of study. This adviser 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.

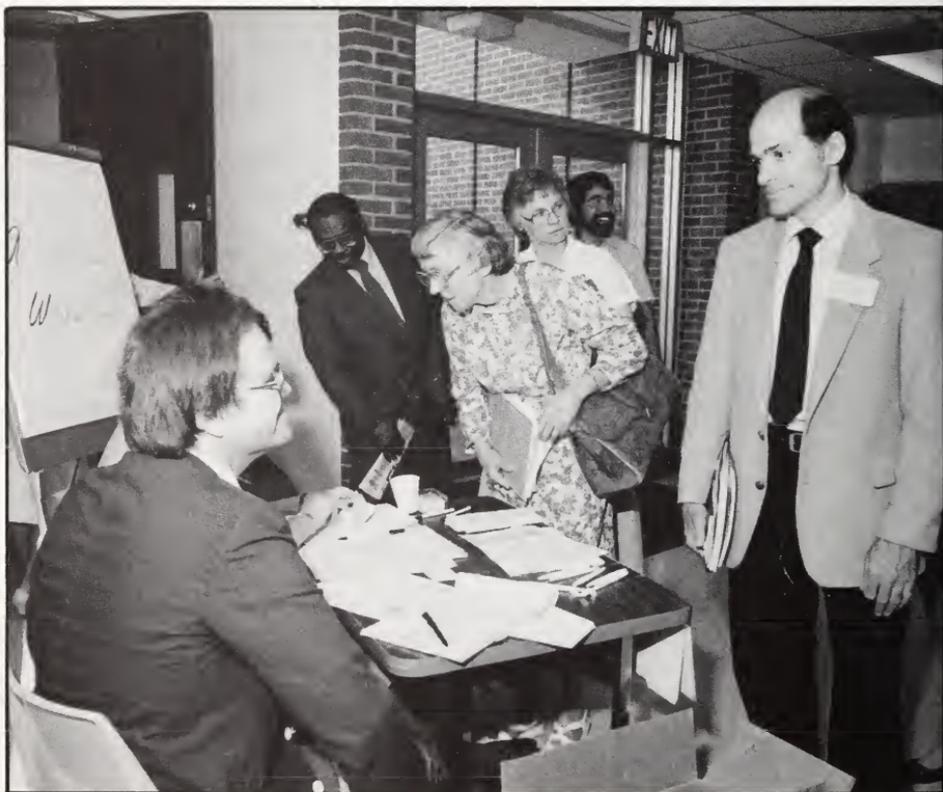
Student Organization

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 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 Field Based Program, and an emergency 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.



Firearms and Other Weapons

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

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 Student Health Service has a close functional and physical relationship. Treatment as well as prevention of illness are prime objectives 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 1986-87 academic year, the tuition and fees for an in-state resident for one semester, studying full-time in the School of Social Work are \$620.00 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 \$2,080.00 per semester and also includes the \$225.00 field fee.

Tuition and fees for the field-based program are fixed at the beginning of each academic year and generally follow the same rate as for the on-campus program. 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 day for credit on student financial accounts for *withdrawal* is nine weeks after registration.



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.

Appendix A

RESIDENCE STATUS FOR TUITION PURPOSES¹

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

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

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.

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

Statutory Exceptions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MILITARY TUITION BENEFIT¹

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

Eligibility of Members of the Armed Services. Eligible members of the Armed Services pay a rate of tuition (less than the out-of-state rate) computed by applying a statutory formula which is dependent, in part, on the amount of money payable by their Service employer to them or to the institution by reason of their enrollment. To be eligible for this military tuition benefit, the individual must

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

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

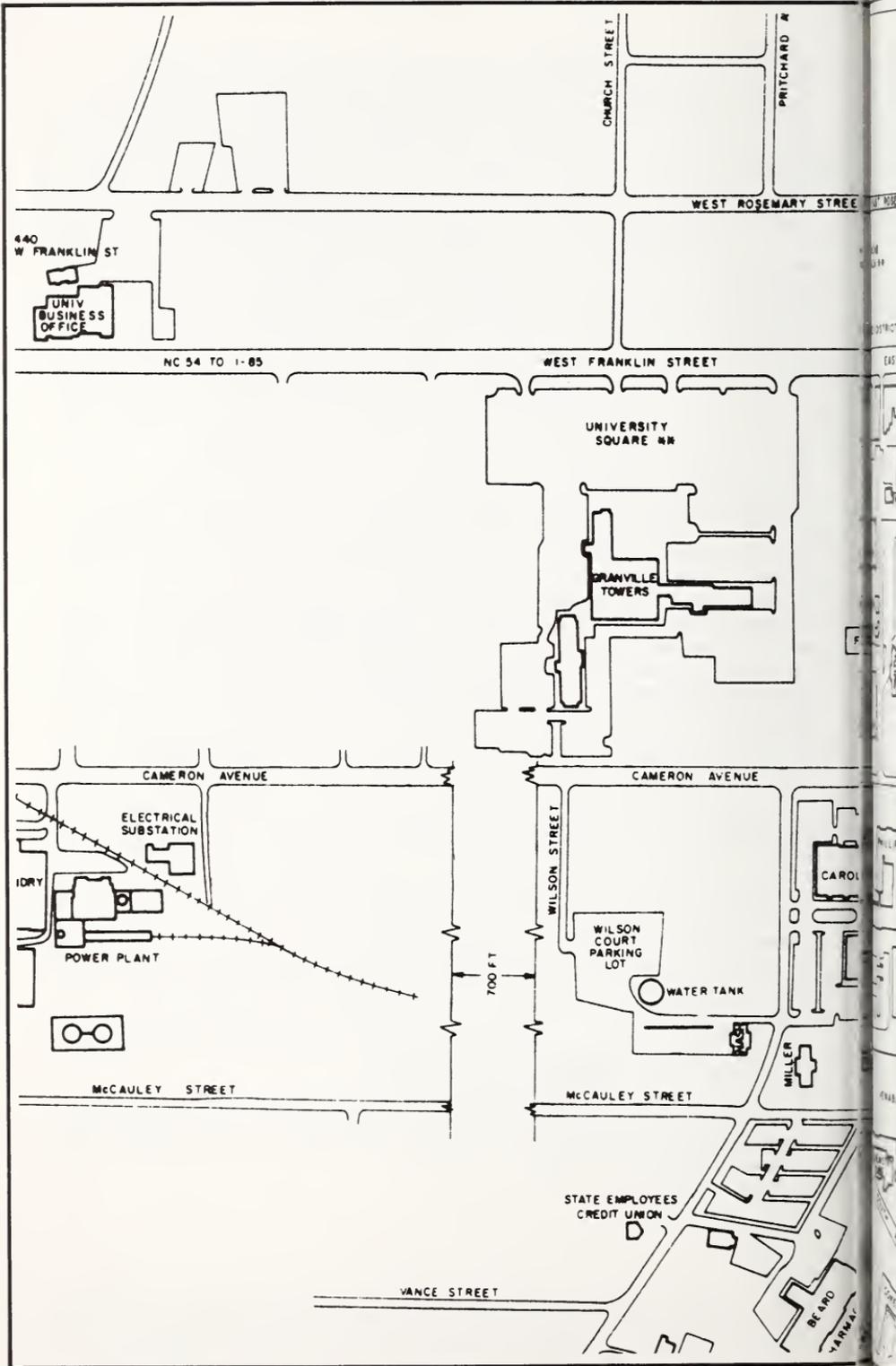
If the service member voluntarily ceases to live in North Carolina or is involuntarily absent from the state on military orders (other than absences on routine maneuvers and temporary assignments), he or she is deemed to have moved his or her abode from North Carolina. If a dependent relative of a service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

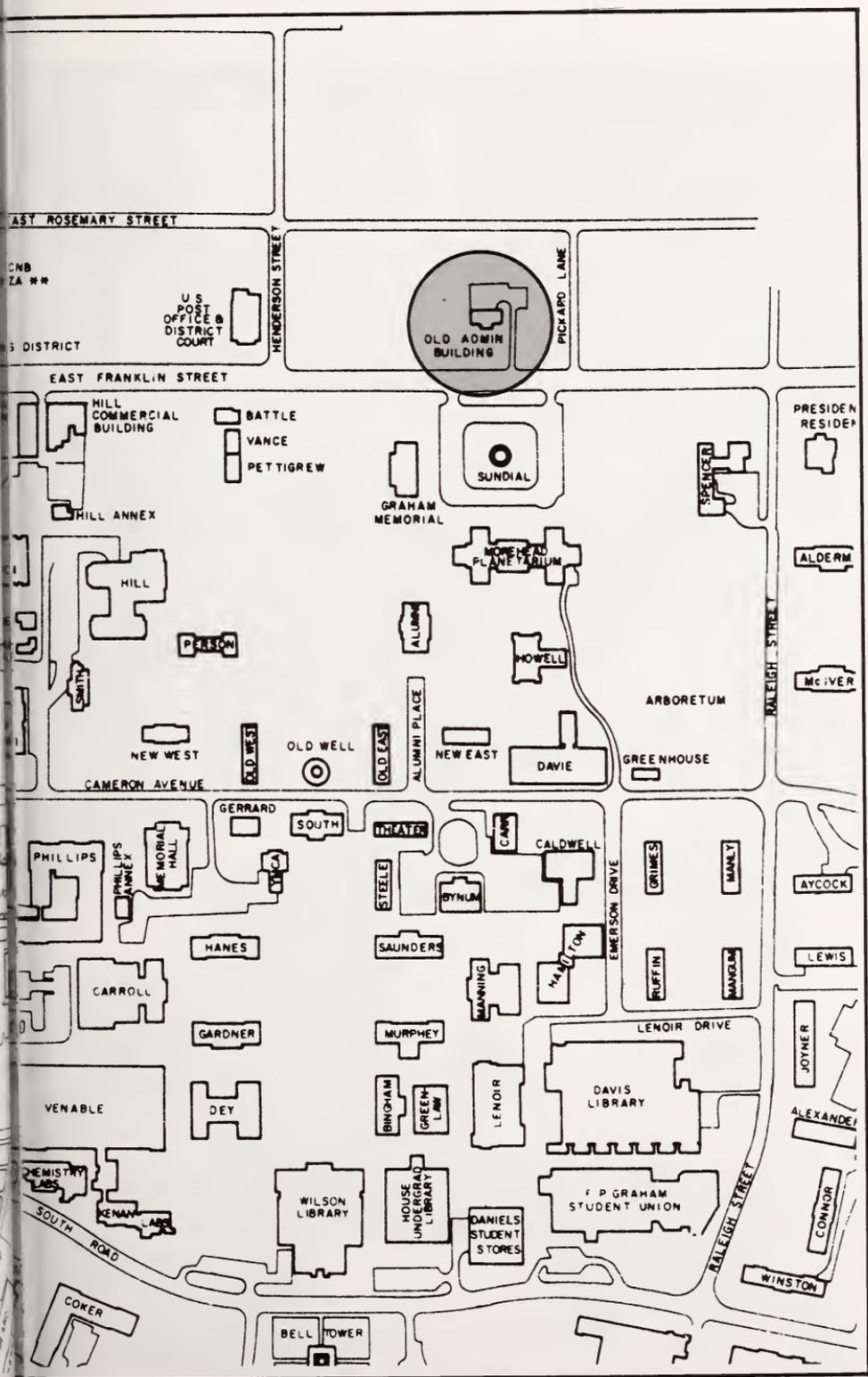
For a detailed explanation of the military tuition benefit provision, a complete list of categories of persons who are considered "dependent relatives" for purposes of establishing eligibility for the military tuition benefit, and information about the registration requirements of the Selective Service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

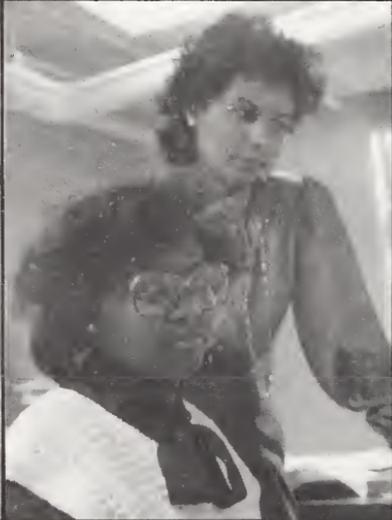
Appeals of Eligibility Determinations of Admissions Officers. A student appeal of an eligibility determination made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of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

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

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







NOTES

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.

