

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

January 1981



School of Social Work

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Published by
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Chapel Hill, NC 27514

Issued 16 times a year as follows: 1 in August, 2 in December,
3 in January, 2 in February, 3 in March, 3 in April, 1 in May, and 1 in June
Second-class postage paid at Chapel Hill, NC 27514

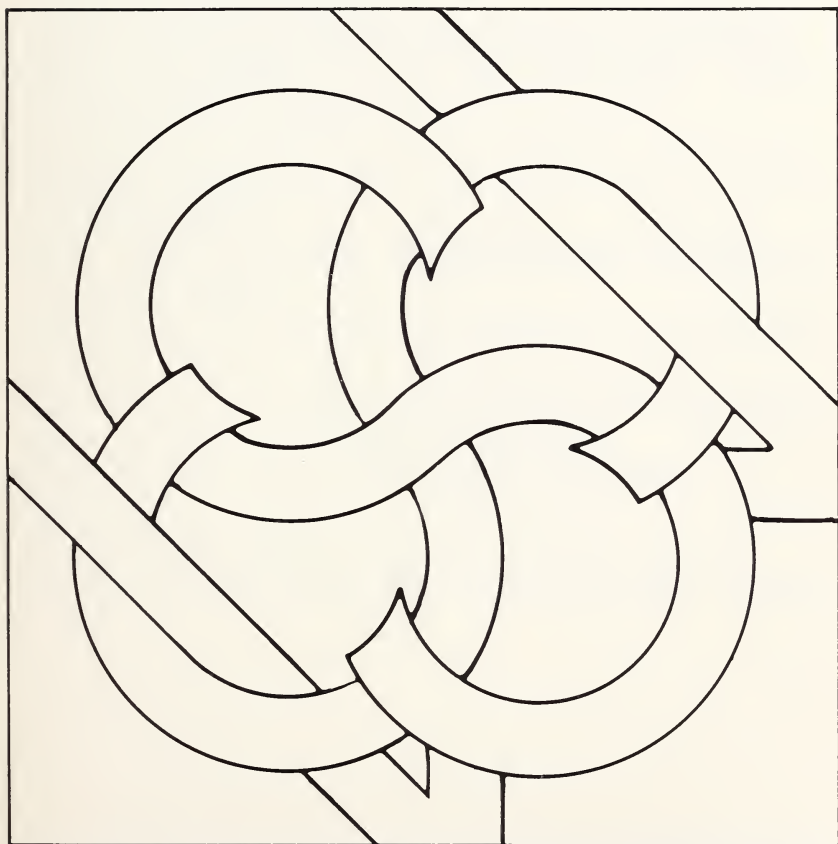
Pub. No. 651960

Send all Undeliverable Copies and Changes of Address to:
Director of Admissions, The School of Social Work
The University of North Carolina at Chapel Hill
Chapel Hill, NC
27514

Record of
**The University
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(USPS 651-960)

Announcements for 1981-1982



School of Social Work

January 1981

Number 908



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THE UNIVERSITY OF NORTH CAROLINA

Sixteen Constituent Institutions

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

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

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

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

NATHAN F. SIMMS, JR., B.S., M.S., Ph.D., Acting Vice President - Student Services and Special Programs.*

DONALD J. STEDMAN, B.A., M.A., Ph.D., Acting Vice President - Research and Public Service Programs and Associate Vice President - Academic Affairs.

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

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

GEORGE E. BAIR, B.A., M.A., Ph.D., Assistant to the President - University Telecommunications.

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

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

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

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

LLOYD V. HACKLEY, B.A., Ph.D., Associate Vice President - Academic Affairs.

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

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

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

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

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

*Effective November 10, 1980.

**On leave, effective November 1, 1980, as Acting Chancellor of North Carolina Agricultural and Technical State University.

Corporate History and Organization

North Carolina has one statewide University consisting of sixteen constituent institutions. The corporate history of this University begins in 1789, when the General Assembly chartered The University of North Carolina. That institution opened its doors to students at Chapel Hill in 1795.

By act of the General Assembly of 1931, the North Carolina College for Women at Greensboro and the North Carolina State College of Agriculture and Engineering at Raleigh were consolidated with the University at Chapel Hill to form a multicampus institution designated The University of North Carolina. In 1963 the General Assembly renamed the campus at Chapel Hill as The University of North Carolina at Chapel Hill and that at Greensboro as The University of North Carolina at Greensboro. In 1965 the campus at Raleigh was renamed North Carolina State University at Raleigh.

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

In 1971 the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the University. These 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. This action created, effective July 1, 1972, a statewide multicampus university of sixteen constituent institutions called The University of North Carolina.

The present State Constitution, adopted in 1970, includes this language, which is essentially the same provision that has appeared in the Constitution since 1868: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina...." In the reorganization act of 1971, the constitutionally authorized Board of Trustees was designated the Board of Governors. This Board, consisting of thirty-two members elected by the General Assembly, is "responsible for the general determination, control, supervision, management and governance of all affairs of the constituent institutions."

Each constituent institution has a board of trustees composed of thirteen members. Of these thirteen, eight are elected by the Board of Governors, four are appointed by the Governor and one, the elected president of the student body, serves *ex officio*. The North Carolina School of the Arts has two additional trustees, both of whom serve *ex officio*. The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.

Each constituent institution of The University of North Carolina has its own faculty and student body. The chief administrative officer of each institution is the chancellor. The chancellors are responsible to the President, who is the chief administrative officer of the statewide University. General policy and appropriate allocation of function are effected by the Board of Governors and by the President with the assistance of other administrative officers of the University. The office of the General Administration is located in Chapel Hill.



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SCHOOL OF SOCIAL WORK CALENDAR 1981-1982

SUMMER SESSION, 1981

First Term

Monday, May 4	First Day of Field Instruction
Monday, May 25	Holiday, Memorial Day
Tuesday, May 26	Registration
Wednesday, May 27	First Day of Classes
Thursday, May 28	Last Day for Late Registration
Friday, June 12	Last Day to Apply for August Graduation
Monday, June 15	Comprehensive Examinations, Concentration A and B
Friday, June 19	Last Day to Drop a Course
Friday, June 26	Last Day of Classes
Saturday, June 27	Reading Day
Monday-Tuesday, June 29-30	Final Examinations

Second Term

Monday, July 6	Registration
Tuesday, July 7	First Day of Classes
Wednesday, July 8	Last Day for Late Registration
Thursday, July 30	Last Day to Drop a Course and Essays Due for August Graduates
Thursday, August 6	Last Day of Classes
Friday, August 7	Reading Day
Saturday and Monday, August 8 and 10	Final Examinations
Friday, August 21	Last Day of Field Instruction

Special Orientation for Advanced Standing Students

Monday, July 13
Friday, August 14

Registration, Session Begins
Last Day of Special Session

FALL SEMESTER, 1981

Wednesday, August 12
Wednesday-Friday, August 19-21
Monday, August 24

Fall Semester Opens
Orientation and Registration
First Day of Classes, First Year
Students and First Day of Field
Instruction, Second Year
Students

Monday-Friday, August 24-28
Tuesday, August 25 and
Thursday, August 27
Tuesday, September 1

Late Registration (\$5.00)
Field Orientation,
First Year A Students
First Day of Field Instruction,
First Year Students

Monday, September 7
Monday, September 14

Holiday, Labor Day
Comprehensive Examinations,
Concentration B

Friday, September 25

Last Day to Apply for December
Graduation

Friday, October 16 (5:00 P.M.)
Wednesday, October 21 (8:00 A.M.)
Friday, October 23

Fall Recess Begins
Instruction Resumes
Last Day for Official Withdrawal
with Refund from Cashier

Monday-Friday, October 26-30
Monday, November 9

Pre-registration for Spring Semester
Comprehensive Examinations,
Concentration A

Friday, November 20
Wednesday, November 25 (1:00 P.M.)
Monday, November 30 (8:00 A.M.)
Tuesday, December 1

Last Day to Drop a Course
Thanksgiving Recess Begins
Instruction Resumes
Essays Due

Friday, December 4
Monday, December 7
Tuesday-Thursday, December 8-17
Friday, December 18

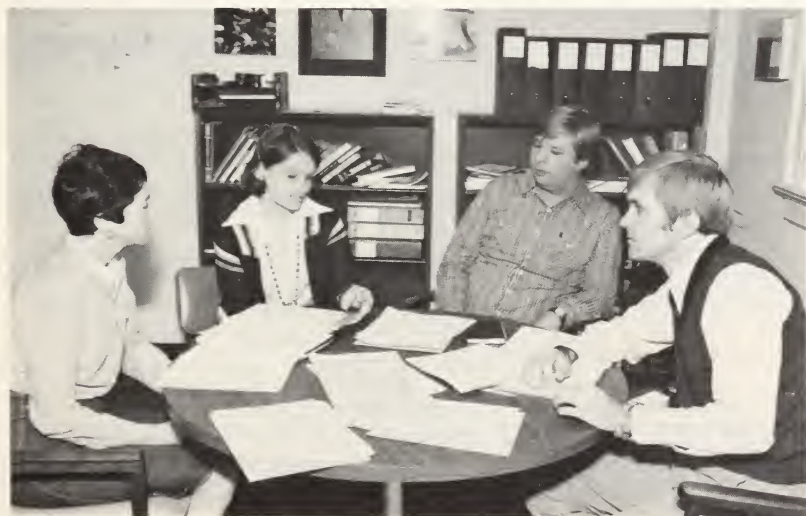
for December Graduates
Last Day of Classes
Reading Day
Final Examinations
Last Day of Field Instruction

SPRING SEMESTER, 1982

Monday-Tuesday, January 11-12
Monday, January 11

Registration and Drop/Add
First Day of Field Instruction,
Second Year Students

Tuesday, January 12	First Day of Field Instruction, First Year Students
Wednesday, January 13	First Day of Classes
Wednesday-Tuesday, January 13-19	Late Registration (\$5.00)
Saturday, January 23	Comprehensive Examinations, Concentration B
Friday, January 29	Last Day to Apply for May Graduation
Friday, March 5 (5:00 P.M.)	Spring Recess Begins
Monday, March 15 (8:00 A.M.)	Instruction Resumes
Tuesday, March 16	Last Day for Official Withdrawal with Refund from Cashier
Saturday, March 20	Comprehensive Examinations, Concentration A
Monday, April 12	Holiday, Easter Monday
Thursday, April 15	Last Day to Drop a Course
Thursday-Wednesday, April 15-21	Pre-registration for Summer and Fall
Thursday, April 22	Essays Due for May Graduates
Wednesday, April 28	Last Day of Field Instruction, Second Year Students
Thursday, April 29	Last Day of Classes for All Students and Last Day of Field Instruction for First Year Students
Friday, April 30	Reading Day
Monday-Wednesday, May 3-12	Final Examinations
Sunday, May 16	Commencement



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

- CHRISTOPHER COLUMBUS FORDHAM III, M.D., Chancellor.
SUSAN HAUGHTON EHRINGHAUS, J.D., Assistant to the Chancellor.
DOUGLASS HUNT, LL.B., Special Assistant to the Chancellor.
CLAIBORNE STRIBLING JONES, Ph.D., Special Assistant to the Chancellor.
GILLIAN TOWNSEND CELL, Ph.D., Affirmative Action Officer.¹
SARAH VIRGINIA DUNLAP, B.S., Secretary to the University.
DONALD ARTHUR BOULTON, Ed.D., Vice Chancellor and Dean of Student Affairs.
GEORGE PHILIP MANIRE, Ph.D., Vice Chancellor and Dean of the Graduate School.
JOHN CHARLES MORROW III, Ph.D., Provost.
JOHN DOUGLAS SWOFFORD, M.Ed., Director of Athletics.
JOHN LEWIS TEMPLE, B.B.A., Vice Chancellor, Business and Finance.
ROLLIE TILLMAN, JR., D.B.A., Vice Chancellor, University Relations.
JAMES RAY TURNER, Associate Vice Chancellor, Health Affairs.
HAROLD GENE WALLACE, M.Div., Vice Chancellor, University Affairs.²

THE SCHOOL OF SOCIAL WORK

- MORTON I. TEICHER, M.S.W., Ph.D., Dean.³
RICHARD H. UHLIG, M.S.W., Acting Dean;⁴ Associate Dean, Director of Admissions and Coordinator of Continuing Education.
SUE S. CASTLE, B.S., Assistant to the Dean.
S. RACHEL DEDMON, M.S.S.W., D.S.W., Associate Dean and Director of Studies.
CLIFFORD W. SANFORD, M.A., M.S.W., Executive Director of Group Child Care Consultant Services.
REGINALD O. YORK, M.S.W., D.S.W., Director of Field Instruction.

¹Effective January 15, 1981

²Effective December 1, 1980.

³Resigned Deanship January 31, 1981.

⁴February 1, 1981 through August 31, 1981.

ADMINISTRATIVE BOARD

- GORDON B. CLEVELAND, Ph.D., Professor of Political Science (12-31-82).
 MORRIS H. COHEN, M.A., Associate Professor of Social Work (12-31-83).
 S. RACHEL DEDMON, M.S.S.W., D.S.W., Associate Professor of Social Work (12-31-83).
 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).
 DUNCAN MacRAE, JR., M.A., Ph.D., William Rand Kenan, Jr., Professor of Political Science and Sociology (12-31-80).
 JANE H. PFOUTS, M.S.W., Ph.D., Professor of Social Work (12-31-83).
 DOROTHY M. TALBOT, M.A., M.P.H., Ph.D., Professor of Public Health Nursing (12-31-80).
 MASON P. THOMAS, JR., J.D., Professor of Public Law and Government (12-31-80).
 JOHN B. TURNER, M.S.S.A., D.S.W., William Rand Kenan, Jr., Professor of Social Work (12-31-80).

FACULTY**Professors**

- PHILIP W. COOKE, M.S.W., The University of North Carolina at Chapel Hill; D.S.W., University of Pennsylvania; Director of Institute for Social Service Planning.
 ANDREW W. DOBELSTEIN, M.S.W., Case Western Reserve; Ph.D., Duke University.
 ARTHUR E. FINK, M.S.W. and Ph.D., University of Pennsylvania; Professor Emeritus, 1973.
 MAEDA J. GALINSKY, M.S.W. and Ph.D., University of Michigan; Chairperson of Services to Individuals, Families and Groups Concentration.
 ALAN KEITH-LUCAS, M.A., Cambridge University; M.S.S.A., Case Western Reserve; Ph.D., Duke University; Alumni Distinguished Professor Emeritus, 1975.
 JANE H. PFOUTS, M.S.W. and Ph.D., The University of North Carolina at Chapel Hill.
 MORTON I. TEICHER, M.S.W., University of Pennsylvania; Ph.D., University of Toronto.
 JOHN B. TURNER, M.S.S.A. and D.S.W., Case Western Reserve; William Rand Kenan, Jr., Professor of Social Work; Director, Integrated Social Services Project.

Associate Professors

- MORRIS H. COHEN, M.A., Sarah Lawrence College; M.Sc., Case Western Reserve; Director of Program for Council of International Programs; Chairperson of Organizational and Community Services Concentration.

- S. RACHEL DEDMON, M.S.S.W., University of Tennessee; D.S.W., Smith College.
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 Hill.
AUDREYE E. JOHNSON, M.A., University of Chicago; Ph.D., University of Denver.
RICHARD H. UHLIG, M.S.W., University of California at Berkeley; Ph.D., Brandeis University.
REGINALD O. YORK, M.S.W. and D.S.W., Tulane University.

Assistant Professors

- PETER J. JOHNSON, M.S.W., Smith College; Ph.D., Florida State University.
ALBERT W. KING, M.S.W., The University of North Carolina at Chapel Hill.
HORTENSE K. McCLINTON, M.S.W., University of Pennsylvania.
ALSI C. ROBINETTE, M.A., University of Chicago.
JANICE H. SCHOPLER, M.S.W., University of Michigan.

Lecturers

- ANITA M. FAREL, M.S.W., University of California at Los Angeles; Dr. P.H., The University of North Carolina at Chapel Hill.
DOROTHY N. GAMBLE, M.S.W., Columbia University.
GEORGE R. GAMBLE, M.A. and Ph.D., The University of North Carolina at Chapel Hill.
ELAINE L. GOOLSBY, M.S.W., The University of North Carolina at Chapel Hill.
ROGER A. HARDISTER, M.S.W., The University of North Carolina at Chapel Hill.



HANSEL H. HOLLINGSWORTH, M.S.S.W., Vanderbilt University.
 RICHARD J. PARVIS, M.S.W., Wayne State University.
 ERWIN H. PLUMER, M.S.S.S., Boston University; Group Child Care Consultant.
 EDWARD B. RICE, M.S., Georgia State University; Group Child Care Consultant.
 CLIFFORD W. SANFORD, M.A., Carver School of Missions and Social Work; M.S.W., The University of North Carolina at Chapel Hill.
 PATRICIA B. SIPP, M.S.W., The University of North Carolina at Chapel Hill; Group Child Care Consultant.
 SARAH H. SMITH, M.S.S., Smith College.
 J. ANN SULLIVAN, M.S.W., University of South Carolina.
 LARRY A. WEESE, M.S.S.W., University of Tennessee; Group Child Care Consultant.
 BETTY K. YORK, M.S.W., The University of North Carolina at Chapel Hill.

Visiting Lecturers

ANN R. HAMRICK, M.S.W., The University of North Carolina at Chapel Hill.
 SARA L. LUDLUM, M.S.W., Virginia Commonwealth University; D.S.W., University of Utah.
 JEAN M. PICKERING, M.S.W., University of Hawaii.
 WILLIAM G. SAUR, M.A., New York University; M.S.W., Ph.D., Florida State University.

Adjunct Instructors

SARAH Y. AUSTIN, M.S.W., The University of North Carolina at Chapel Hill.
 MARY C. BASS, M.S.W., The University of North Carolina at Chapel Hill.
 CLARENCE L. BOYD, JR., M.S.W., The University of North Carolina at Chapel Hill.
 KAY G. BRANDON, M.S.W., Howard University.
 FLORENCE H. COPELAND, M.S.W., The University of North Carolina at Chapel Hill.
 HALLIE M. COPPEDGE, M.S.W., The University of North Carolina at Chapel Hill.
 CONSTANCE L. CULBRETH, M.S.W., Tulane University.
 ELEANOR L. DeMARCO, M.S.W., The University of North Carolina at Chapel Hill.
 WILLIAM E. DOWNEY, JR., M.S.W., The University of North Carolina at Chapel Hill.
 LINDA B. EALES, M.S.W., Tulane University.
 JUDITH N. EASTMAN, M.S.W., The University of North Carolina at Chapel Hill.
 AMY J. ELDRIDGE, M.S.W., The University of North Carolina at Chapel Hill.
 BERNIECE L. EVERHART, M.S.W., The University of North Carolina at Chapel Hill.

- H. LLOYD GINNS, M.S.W., The University of North Carolina at Chapel Hill.
 JANET C. GRADEN, M.S.S.A., Case Western Reserve University.
 ELIZABETH A. HAWLEY, M.S.W., University of Michigan.
 BETTY W. HEDGEPEETH, M.S.W., The University of North Carolina at Chapel Hill.
 ANN M. JOHNSON, M.S.W., Tulane University.
 MARYLEE C. KINGDON, M.S.W., Case Western Reserve University.
 MARIE M. LAURIA, M.S.W., The University of North Carolina at Chapel Hill.
 G. GAIL McLEOD, M.S.W., The University of North Carolina at Chapel Hill.
 BLAN V. MINTON, M.S.W., The University of North Carolina at Chapel Hill.
 FRANCES B. MUTH, M.S.W., The University of North Carolina at Chapel Hill.
 DIANNE B. OCCHETTI, M.S.W., The University of North Carolina at Chapel Hill.
 PHYLLIS J. OTT, M.S.W., Tulane University.
 TIMOTHY PRITCHARD, M.S.W., The University of North Carolina at Chapel Hill.
 JOHN A. RIEFENBERG, M.S.S.W., University of Texas.
 M. VIRGINIA RIGSBEE, M.S.W., Tulane University.
 CAROLYN I. THORNTON, M.S.W., The University of North Carolina at Chapel Hill.
 DOROTHY T. VERWOERDT, M.S.W., The University of North Carolina at Chapel Hill.
 LILY PAN WANG, M.S.W., The University of North Carolina at Chapel Hill.
 JAY C. WILLIAMS, M.S.W., Smith College.
 HAZEL G. WISHNOV, M.S.W., The University of North Carolina at Chapel Hill.

Research Associates

- DARNELL B. BAPTISTE.
 THOMAS G. HASTINGS, M.R.P., The University of North Carolina at Chapel Hill.
 BILLIE K. MARTIN, M.S.W., The University of North Carolina at Chapel Hill.
 JOHN H. WOLFF, M.A., University of South Carolina.

FIELD INSTRUCTORS (1980-81)

- | | |
|------------|---|
| ALBEMARLE | Carrie Bolton, Stanley County Department of Social Services. |
| BURLINGTON | Alice Carlton, Memorial Hospital of Alamance County.
Nancy F. Dunham, Alamance County Department of Social Services.
Katherine Holman, Alamance County Department of Social Services.
Lee Kern, Alamance-Caswell Area Mental Health Center.
Pam Kiser, Alamance-Caswell Area Mental Health Center.
Judy M. Little, Alamance-Caswell Area Mental Health Center. |

	Salimah Majeed, Alamance-Caswell Area Mental Health Center.
	Michael Smith, Alamance-Caswell Area Mental Health Center.
	Peggy Tatum, Alamance-Caswell Area Mental Health Center.
BUTNER	Carole S. Bragdon, Children's Psychiatric Institute. Mary G. Holton, Children's Psychiatric Institute. Sandra N. Sipp, Murdoch Center.
CARRBORO	Linda L. Reifsnnyder, Orange County Department of Social Services.
CARY	Mary Higgins, Western Wake Mental Health Center.
CHAPEL HILL	George Alwon, Orange-Person-Chatham Mental Health Center. Jean Batten, North Carolina Memorial Hospital. Aretas Calloway, North Carolina Memorial Hospital. Carolyn H. Cole, North Carolina Memorial Hospital. Florence H. Copeland, North Carolina Memorial Hospital. Constance L. Culbreth, North Carolina Memorial Hospital. Helen E. Dempsey, Frank Porter Graham Child Development Center. Sarah T. Ekstrom, Orange-Person-Chatham Mental Health Center. Lisa Gilland, Orange-Person-Chatham Mental Health Center. Elaine L. Goolsby, Division for Disorders of Development and Learning. Gloria Hawkins, North Carolina Memorial Hospital. Claudeline Lewis, North Carolina Memorial Hospital. Maryland Martin, North Carolina Memorial Hospital. Amanda Mathis, Orange-Person-Chatham Mental Health Center. Blan V. Minton, Division for Disorders of Development and Learning. Frances Muth, North Carolina Memorial Hospital. John E. Reinhold, The University of North Carolina Student Health Center. M. Virginia Rigsbee, North Carolina Memorial Hospital. Janice J. Ryan, North Carolina Memorial Hospital. Bernard R. Segal, Consumer Health Organization. Janet Urman, The University of North Carolina Student Health Center. Dorothy T. Verwoerd, North Carolina Memorial Hospital. Ruth Whitsel, Orange-Person-Chatham Mental Health Center. Tim Williams, Orange-Person-Chatham Mental Health Center.
DANVILLE, VA	Tom Wilson, Big Brothers and Big Sisters.
DURHAM	Bess Autry, Durham Community Guidance Clinic. Christine D. Bell, Duke Counseling and Psychological Services. Helen Berry, Durham County Department of Social Services. Winnie R. Breeden, Durham County Mental Health Center.

ADMINISTRATION AND FACULTY

	Barbara E. Denny, Durham Community Guidance Clinic. Earl Durant, Durham County Mental Health Center. Muki W. Fairchild, Durham Community Guidance Clinic. Nancy C. Fay, Durham County Mental Health Center. Ann R. Hamrick, Older Americans Resources and Services. Stephen Hawthorne, Duke Psychiatric Outpatient Clinic. Keith Helmer, Community Planning Services. William W. High, Durham County Department of Social Services. Nyra E. Hill, Wright School. Daniel Hudgins, Durham County Department of Social Services. Robert Hunt, Veterans Administration Hospital. Ann M. Jackman, Durham County Department of Social Services. Marjorie M. Johnson, Bragtown Project. William S. Meyer, Durham County Hospital. Alice Myers, Older Americans Resources and Services. Lou M. Paules, Duke Comprehensive Cancer Center. Constance Renz, Young Women's Christian Association. Helen Roupas, Developmental Evaluation Center. Gwyn Sides, Family Counseling Services. Carolyn T. Thornton, Lincoln Community Health Center. Hazel G. Wishnov, Durham County Mental Health Center.
ELON COLLEGE FAYETTEVILLE	Robert L. Stogner, Elon Home for Children. Nell Harrington, Cumberland County Department of Social Services. Mary E. Mason, Cumberland County Department of Social Services. G. Bennett Myers, Jr., Veterans Administration Hospital.
GASTONIA GOLDSBORO	Lewis Franks, Gaston County Department of Social Services. Shirley Eatmon, Wayne County Mental Health Center. Floyd Evans, Wayne County Department of Social Services. Comatha B. Johnson, Cherry Hospital. Mary McMichael, Wayne County Department of Social Services. Doris P. Shaw, Goldsboro City Schools. Wallace Smith, Wayne County Department of Social Services.
GRAHAM GREENSBORO	Harry L. Derr, Jr., Fifteenth Judicial Court Counseling Services. Kay G. Brandon, Guilford County Public Health. Betsy A. Carrier, Developmental Evaluation Center. Valarie S. Hughes, Greensboro City Schools. Kenneth B. Knight, Guilford County Mental Health Center. Larry Stone, Youth Services Bureau. Barbara Thomas, Guilford County Department of Social Services.
HENDERSON	Virginia Bristol, Vance County Mental Health Center. Teresa Kessler, Vance County Mental Health Center.

	Martha J. Sorenson, Vance County Mental Health Center.
HIGH POINT	Louise M. Galloway, Guilford County Mental Health Center.
HILLSBOROUGH	Sylvia K. Clayton, Orange-Person-Chatham Life Enrichment Center. Patricia Keshan, Orange County Department of Social Services. Susan Kleckley, Orange County Department of Social Services.
KINSTON	Horace L. Hawes, Jr., Kennedy Baptist Children's Home.
LENOIR	Charles Harris, Caldwell County Department of Social Services.
NASHVILLE	Genora H. Greene, Nash County Department of Social Services.
NEWTON	Margaret Pope, Catawba County Department of Social Services.
PINEHURST	Bob Hill, Sandhills Mental Health Center.
PITTSBORO	Greta J. Eshelman, Chatham County Department of Social Services.
RALEIGH	Lisa H. Barnhardt, Dorothea Dix Hospital. Mary C. Bass, Family Services of Wake County. Clarence L. Boyd, Jr., Dorothea Dix Hospital. William Childress, Developmental Evaluation Center. Dorothy Clarke, Dorothea Dix Hospital. Ran Coble, Department of Human Resources. Karen Creasman, Community Living Services, DHR. William E. Downey, Dorothea Dix Hospital. Linda Eales, Wake County Alcoholism. Amy H. Eldridge, Dorothea Dix Hospital. Sylvia Henderson, Project Enlightenment. Mary Higgins, W.H. Trentman Mental Health Center. Hope Hunt, Wake County Department of Social Services. Douglas Jennette, W.H. Trentman Mental Health Center. Ann E. Koehler, W.H. Trentman Mental Health Center. Elsie D. Little, East Central Community Legal Services. David Norris, Center for Urban Affairs and Community Development, North Carolina State University. Dianne B. Occhetti, Family Services of Wake County. Timothy C. Pritchard, Developmental Evaluation Center. Ruth Relos, NC Division of Mental Health. Julie Searing, Department of Human Resources. Abby Snell, W.H. Trentman Mental Health Center. Evelyn M. Turner, Shelley School. Marcia L. White, Council on the Status of Women.
RESEARCH TRIANGLE	David Moser, Triangle J. Council of Government.
ROCKVILLE, MD	Frank Adamson, U.S. Department of Health and Social Services.

ROCKY MOUNT	Maxine B. Warren, Developmental Evaluation Center.
ROXBORO	Margaret Brite, Person County Department of Social Services. David Kittridge, Orange-Person-Chatham Mental Health Center.
SALISBURY	Winifred P. Queen, Rowan County Department of Social Services.
SANFORD	Carroll B. Heins, Lee-Harnett Mental Health Center.
WALNUT COVE	Helen E. Courvoisie, Quad County Group Home.
WILMINGTON	Bobbie Jo Lineberger, Young Women's Christian Association. Diana L. Schulte, Southeastern Kidney Foundation.
WILSON	Jerry Smith, Wilson County Department of Social Services.
WINSTON-SALEM	Sarah Y. Austin, Family Services, Inc. Darryl L. Gentry, Forsyth County Child Guidance Clinic. H. Lloyd Ginns, The Children's Home Katherine G. Knecht, Forsyth County Department of Social Services. Ronald K. Lean, Forsyth County Department of Social Services. John Rohde, Forsyth County Mental Health Center. Virginia R. Stafford, Family Services, Inc.

FIELD ADVISORY COMMITTEE

- Keith Aldridge, Inter-Faith Council — Chapel Hill.
- Sarah Y. Austin, Family Services — Winston-Salem.
- William E. Downey, Jr., Dorothea Dix Hospital — Raleigh.
- Edith Elliot, Young Men's Christian Association — Chapel Hill.
- Louise Galloway, Guilford County Mental Health Center — High Point.
- Lane Gillespie, Orange County Department of Social Services — Carrboro.
- Jean Harned, North Carolina Memorial Hospital, Chapel Hill.
- Dan Hudgins, Durham County Department of Social Services — Durham.
- Lee Kern, Alamance-Caswell Mental Health Center — Burlington.
- William Lamb, NC Department of Human Resources — Raleigh.
- Parker McLendon, NC Child Care Association — Lexington.
- Jerry Passmore, Orange County Department of Aging — Hillsborough.
- Freeman Walker, Veterans Administration Hospital — Fayetteville.
- Audrey Wall, North Carolina Memorial Hospital — Chapel Hill.
- Marcia White, NC Council on the Status of Women — Raleigh.

AREA

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

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

UNIVERSITY

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

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

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

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

SCHOOL

The School of Social Work at UNC-CH enjoys a history of Master's Degree education spanning 60 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 eight units in the Division of Professional Schools of UNC-CH's Graduate School. The School has been accredited continuously by the Council on Social Work Education since that national accrediting body was established in 1952. The last accreditation was 1980.

The 1980-81 total enrollment of the Master's Degree program is 201; this includes students studying in the On-Campus and Off-Campus Programs. Additionally, the School offers continuing education, programs in such areas as group child care, management training, and mental health consultation.

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 1980-81 academic year, there are 170 students enrolled in the On-Campus program, 110 of whom are second-year students. The second year class is larger since it contains not only the two-year program students in their second year, but also the advanced standing students who study in the second year only and the graduates of the Off-Campus program who come on campus to complete their second year of work.

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

Off-Campus Program

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

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

During its fourteen-year history, the Off-Campus Program has admitted a total of 587 students. Thirty-seven students were admitted to centers in Hickory and Wilson in the Fall, 1979, and will be completing off-campus study in the Spring of 1981. The School is presently working toward the development of an off-campus center in the Greensboro area.

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 1980-81, the major areas of community service are as follows:

Consultation, Education, and Prevention Coordinator Project (CEP)

Through a special demonstration grant from the National Institute of Mental Health, the School offers a post-master's graduate certificate pro-

gram for social workers in mental health consultation, education and prevention coordination. The academic program of 30 semester hours requires 12 months of study and provides advanced classes and field preparation in the program area. In addition to preparing CEP coordinators, the project assists mental health centers in developing formal CEP programming.

Group Child Care Consultant Services

Group Child Care Consultant Services (GCCCS), a division of the School, offers consultation, study, evaluation, research, training, and technical assistance to 68 member-agencies serving children, youth, and their families in 16 states. Agencies in North Carolina and South Carolina are assisted by the Duke Endowment Fund to obtain consultation service at reduced cost. Consultation includes program planning, in-service training, staff development, and board organization.

Continuing educational programs are provided throughout the year for child care workers (house parents), direct service and supervisor social workers and executives of agencies serving children, youth, and their families. These include a two-day seminar for social workers, a 120-hour-certificate-training program, and three consecutive, one-week Chapel Hill Workshops. The latter two are for all types of child care personnel.

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

The scope of GCCCS activities includes a variety of aspects of child welfare services. These include training, research, and consultation activities such as: workshops for protective services workers in public social services; consultation and training on permanency planning in foster care services; training on child placement service delivery; training foster family and group care licensing; research on group homes in the southeastern U.S.; training for staff of facilities for youthful offenders; design and testing of a model to reduce the barriers to permanency planning; and an array of activities in specialized adoption through the Region IV Adoption Resource Center now located in GCCCS.

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

Institute for Social Service Planning

The Institute for Social Service Planning is an operational unit of the School providing management training, consultation, and technical assistance to human service agencies. The mission of the Institute is to enhance the planning and management of public social services. Some faculty and students of the School participate in a variety of Institute activities such as: training service managers; assisting agencies in the design and development

of management systems and procedures; conducting special emphasis conferences; providing administrative consultation, and preparing and distributing material. The Institute also serves as a field laboratory for the development and testing of curricula in social service administration.

Integrated Social Service Project

In October, 1978, the School of Social Work received a three-year contract from the U.S. Agency for International Development to assist the Egyptian Ministry of Social Affairs to improve its social development programs and services. Three School of Social Work faculty members are working at two sites in Egypt to help establish model social service training and demonstration centers. One center is located in Assuit in upper Egypt and the other is in Tanta, in lower Egypt. Each center includes both a rural and an urban service area.

Activities in these centers involving technical assistance from the School of Social Work team include: assessment of current social technologies, programs, and strategies to improve standards of living for both urban and rural populations; development and testing of alternate technologies, programs, and strategies to improve the effectiveness and efficiency of social development efforts; assessment of manpower development and field testing alternative utilization and training patterns; and development and field testing in-service training curricula, training methodologies; and organization and management of training programs.

In addition, project staff will also help to design and arrange short-term training in the United States for a number of Egyptian social workers.

International Exchange Programs

The School of Social Work seeks to promote international understanding and professional and cultural exchange among social workers and other human services workers, with each other and with the community at large. This is done by creating opportunities for such workers worldwide to come to the United States for exchange of professional knowledge, cultural views and values, and for special studies. In the last six years 82 participants from 32 different countries came to North Carolina and the School of Social Work in these exchange programs. This includes 29 Black South African social workers participating in special programs funded by the United States International Communication Agency. In 1980 the School provided a specially designed program of studies to provide for professional development with particular emphasis on skills in planning, supervision and administration for ten senior workers.

GENERAL INFORMATION



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

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 courses in any particular year.

**COURSES FOR GRADUATES AND
ADVANCED UNDERGRADUATES**

- | | | |
|-------------|---|----------------|
| 100 | Perspectives on Human Behavior and Social Environment I | 3 Hours |
| | Examination of selected perspectives and theories about the nature of man and society with focus on the assumptions underlying these perspectives and the implication of each for an understanding of social functioning and social work practice. | |
| 101 | Foundations of Social Welfare and Social Work I | 2 Hours |
| | An investigation of the sociocultural, economic, and political factors which influence both the understanding of social issues and the evolution of the professional response, using the historical method as an analytic tool. | |
| 102 | Social Work Research I | 3 Hours |
| | An overview of the assumptions underlying scientific methods and the applicability of various research designs in either developing knowledge relative to some problem area or in assessing the results of various intervention strategies applied by social workers. | |
| 105 | Disorders of Development and Learning in Childhood
(Physical Therapy 105, Maternal and Child Health 105) | 3 Hours |
| | An interdisciplinary approach to developmental problems in children, providing an overview of etiological factors, diagnostic and management techniques. | |
| 105L | Laboratory for 105 | 1 Hour |

- 106 Racism: Implications for Human Services
(Human Services Administration 106)**

An examination of the forces of racism on individuals, groups, and institutions and an exploration of these forces in the context of implications for practice in the human services profession.

3 Hours
- 140 Suicidology and Crisis Intervention**

A study of suicide and self-destructive behavior within the contexts of cultural attitudes, psychosocial environments, historical/philosophical/ legal perspectives, epidemiologic and demographic variables, theory and dynamics, clinical management, and research.

3 Hours
- 150 Synergetics**

A series of laboratory/seminar sessions designed to develop synergetic solutions to personal, group, and social conflicts through application to the theory, techniques, and methods of synergetics.

3 Hours

COURSES FOR GRADUATES

- 200 Perspectives on Human Behavior
and Social Environment II**

A study of the life cycle from prenatal life through old age with emphasis on maturational crises and their relevance to social service intervention, using the perspective of Erik Erikson as a framework. Prerequisite: SoWo 100.

2 Hours



- 201 Foundations of Social Welfare and Social Work II** **3 Hours**
 A study of significant contemporary social welfare policies and the effectiveness of social service programs administered under those policies. Prerequisite: SoWo 101.
- 205 Human Values and Social Problems** **3 Hours**
 A consideration of the nature of human values, personal and professional, as a factor in shaping human behavior and in the definition and selection of approaches toward the resolution of social problems.
- 206 Women in Social Work: Practitioners and Clients** **3 Hours**
 An examination of theory and research concerning the participation of women as social work practitioners and as clients of the helping professions including implications for the organizational and delivery services and social policy.
- 220 Social Work Practicum I** **4 Hours**
 A practicum for students to provide opportunities to learn beginning practice skills and to identify and appraise the social worker's operational activities within the context of organizations and systems designed to meet human need. All day Tuesday and Thursday in the first semester for Concentration A and in the second semester for Concentration B. Special Fee: \$150.
- 221 Social Work Practicum II** **4-6 Hours**
 The student becomes directly engaged in the providing of professional services and is involved in translating theory into practice and learning skills appropriate to the learning objectives of the chosen concentration. All day Tuesday and Thursday in the second semester for Concentration A and all day Monday, Wednesday, and Friday in the third semester for Concentration B. Special Fee: \$150. Prerequisite: Successful completion of SoWo 220.
- 222 Social Work Practicum III** **6 Hours**
 A second year practicum to provide students with the opportunity to develop further practice skills in the area of the concentration and provide opportunities to apply these skills and knowledge to a specialized area. All day Monday, Wednesday, and Friday in the third semester for Concentration A and in the fourth semester for Concentration B. Special Fee: \$150. Prerequisites: SoWo 220 and 221.
- 223 Social Work Practicum IV** **6 Hours**
 Final practicum offering students in-depth development, integration, and reinforcement of confidence through performance in their specialization. All day Monday, Wednesday, and Friday in the fourth semester for Concentration A. Special Fee: \$150. Prerequisites: SoWo 220, 221, 222.

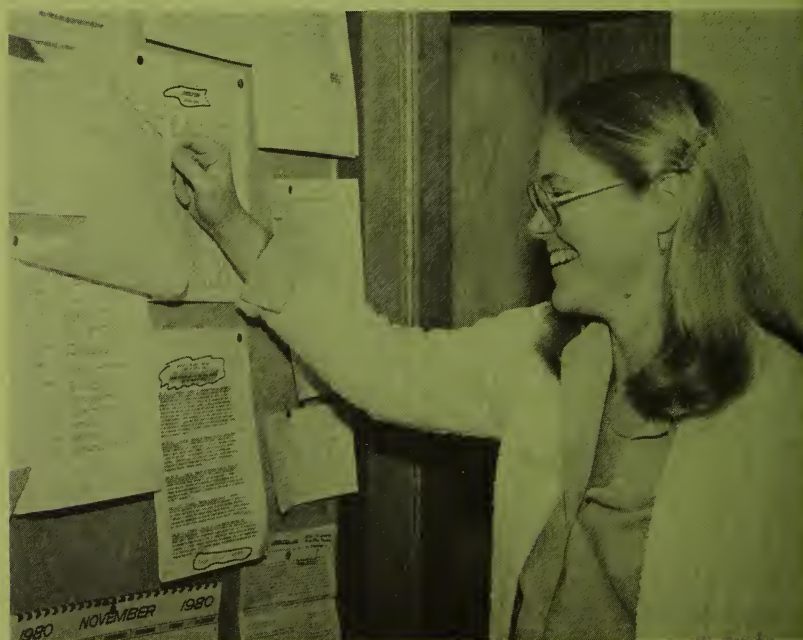
- 225 Theoretical Bases for Services to Individuals, Families and Small Groups** **3 Hours**
 A conceptual framework of practice issues and tasks is presented and used to analyze selected models and approaches of service delivery to client systems.
- 226 Social Work Services to Families** **3 Hours**
 With a focus on the family as the unit of social work treatment, this course introduces the students to the theory and practice of family therapy and places emphasis on patterns of family communication and interaction.
- 227 Social Work Services to Individuals** **3 Hours**
 A course in the helping process of working with individuals, applying selected theories to the differential assessment, goal setting, and interventive strategies related to problems of increasing complexity.
- 228 Social Work with Groups** **3 Hours**
 A course designed to give students a theoretical and practical foundation in the methods of social group work practice. Examination of group work models and application to student experience.
- 229 Principles and Problems of Agency Child Care** **3 Hours**
 An examination of process, structure, and principles involved in caring for children away from their own homes, such as in foster family, group and part-time care, placement for adoption, counseling, and protective services.



- 230 Psychopathology of Human Behavior** **3 Hours**
A course designed to engage students in a study of psychosocial behaviors which are considered maladaptive in today's American society.
- 231 Perspectives on the Family** **3 Hours**
An examination of the strengths and weaknesses of the family as an institution and as a small group, with particular interest on social work practice issues.
- 232 Small Group Theory** **3 Hours**
Selected concepts from small group theory as a basis for social work practice.
- 233 Major Problems of Family Functioning** **3 Hours**
Using the dual perspectives of family dynamics and social policy, this course explores the effect on individual family members and on the family as a unit, of serious family crises resulting from inadequacies in structure, income, health, and behavior.
- 240 Biological Processes and Interventive Strategies** **3 Hours**
An overview of human developmental processes from conception to death with particular emphasis upon prevalent pathologies and their related therapeutic strategies at each developmental phase.
- 241 Social Components of Health Care** **3 Hours**
The course develops avenues of investigation regarding societal changes causing altered morbidity/mortality patterns, the major features of proposed health systems for this country, and the most likely health policies in the years ahead.
- 242 Application of Socio-Behavioral Techniques to Social Work Practice** **3 Hours**
An examination of socio-behavioral techniques appropriate for application to social work practice, particularly in each student's field experience.
- 243 Marriage Counseling** **3 Hours**
A clinical seminar which analyzes the operations and character of marriage counseling as a human service technique.
- 244 Mental Retardation and Social Work** **3 Hours**
An examination of mental retardation as an individual and social problem from various perspectives, definition, epidemiology, historical trends, behavioral functioning, impact on family/community, and the role of social work in the service delivery.
- 245 Mental Health Methods** **3 Hours**
Seminar for student clinicians to provide opportunities to build on an individual/group method base and to examine, in depth, specific therapeutic procedures appropriate for clients of mental health services. Prerequisites: SoWo 227 and 230.
- 246 Direct Practice with Older Adults** **3 Hours**
The course offers content in the biopsychosocial aspects of aging, some physical/mental/social problems experienced by the older adult,

and examination of helping principles and techniques appropriate for work with the older adult.

- 247 **Social Work Practice in Health** **3 Hours**
 An examination of the role and contribution of social work in providing direct service in health care in both in-patient and out-patient settings.
- 250 **Theoretical Bases for Services to Larger Groups, Communities, and Institutional Systems** **3 Hours**
 A variety of concepts of community and its functioning are reviewed, the major principles on which community work is based are examined, and the knowledge required to participate effectively as a professional in community planning and problem-solving is identified.
- 251 **Citizen Participation and Grass Roots Organization** **3 Hours**
 A course in which the roles of the social worker in facilitating citizen participation and in the development of grass roots organizations for problem solving, community action, and improvement are analyzed and methods for practice are identified.
- 252 **Planning and Coordinating for Problem Solving and Service Delivery** **3 Hours**
 A review of agencies engaged in planning; coordinating, and carrying out inter-organizational functions; an examination of theories, perspectives, and procedures in social planning; and an identification of knowledge and skills necessary to problem solution.



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

COURSES OF INSTRUCTION

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

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

CURRICULUM CONCENTRATIONS

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

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

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

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

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

THE FIRST YEAR

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

Concentration A — Services to Individuals, Families, and Groups

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

First Semester	Second Semester
SoWo 100	SoWo 102
SoWo 101	SoWo 200
SoWo 220	SoWo 201
SoWo 225	SoWo 221
SoWo 227	Option: SoWo 226 or SoWo 228

Concentration B — Organizational and Community Services

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

First Semester	Second Semester
SoWo 101	SoWo 201
SoWo 102	SoWo 220
SoWo 232	SoWo 275
SoWo 250	SoWo 291
SoWo 276	Elective

Off-Campus Curriculum Plan

The course requirements for off-campus students are the same as those described in each concentration for the first-year students in on-campus study. Students are expected to take two courses in each of the four semesters of off-campus study and, in addition, complete the requirements for field instruction as prescribed by the Concentrations to earn the first year of graduate credit. Field instruction for Concentration A students is scheduled to begin in the fall semester of the second year of the Off-Campus Program. Placements may be completed in the student's employing agency or in another social work agency, and may be completed in a block (one semester, four days per week) or concurrent (two semesters, two days per week) pattern.

THE SECOND YEAR

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

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

Students who have special interests not encompassed by the specializations structure may design, with approval of their advisor and concentration chairperson, an individualized program, following approved guidelines. Students in a typical, two-year program select specializations when pre-registering for fall semester of their second year. Advanced standing students do so in the admissions process.

Each specialization is organized according to the chart below:

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

CURRICULUM INFORMATION

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



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. (It is anticipated that these requirements will be the same for students entering in the Fall of 1981.) A typical on-campus, full-time student completes two academic years of 30 credits each. Within that 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 and the appropriate concentration chairperson. These hours must be transferred from another accredited institution (or a nondegree graduate level of study at this institution), should be earned at the grade "B" or better, and should be taken within the degree time limit.
2. A maximum of six (6) semester hours taken to satisfy another Master's degree in this University may be approved towards satisfying the requirements of the MSW if approved by the Director of Studies and appropriate concentration chairperson.
3. Students 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.
4. Students granted advanced standing on the basis of an undergraduate degree in Social Work are required to complete 30 semester hours at UNC-CH within four years of the receipt of their bachelor's degree. These hours are in addition to study completed during the orientation period prior to fall registration.

DEGREE TIME LIMIT

A student has five calendar years from the date of initial registration in the School of Social Work to complete the MSW degree. 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

A case for exemption from selected first-year courses has to be made by the student *during the fall orientation period* and at no other time during the year. Exemption exams are available for only SoWo 101 and SoWo 102.

The student must present evidence to the instructor designated during the orientation period that an equivalent course has been taken within the last five years. If the instructor is satisfied that the course is equivalent, the student will be permitted to take the exam. Students with passing grades on the exemption exam may deduct the appropriate number of hours from the overall credit-hour requirements.

SoWo 101 – Foundations of Social Welfare and Social Work I (2 Hours)

— A written exam will be offered during fall registration/orientation period for students who qualify and wish to exempt this course. There is no policy for exempting SoWo 201 but such an exemption may be requested (during Orientation week) from the instructor.



SoWo 102 — Social Work Research I (3 Hours) — Students wishing to exempt SoWo 102 will take a written examination during the orientation period of the fall semester. Exact instructions will be dispensed during orientation. *THE EXAM WILL BE GIVEN AT NO OTHER TIME.* In the exam the student will be asked to critique an article that has been published in some journal. A knowledge of research designs and an understanding of the strengths and weaknesses of each will be necessary to pass the exam; a thorough understanding of statistics will not be necessary. The decision of the instructor administering the exam will be final.

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 instruction. 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.

Protest of a grade is made first with the instructor who assigned the grade. If not resolved at that level, the protest can be lodged with the Chairperson of the Student-Faculty 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 examinations cover all course work required for the degree and are administered during the second semester of the second year of study. Students are expected to demonstrate to the examining committee their knowledge of social work theory and practice, a capacity to draw accurately

on that knowledge, and an ability to think independently about professional issues.

In 1980-81, written exams are administered both in Concentration A and in Concentration B. Each Concentration has developed guidelines for study and specific directions for testing. This information is published in the *School's Manual* and is explained further in either printed material submitted to the student well in advance of the testing or in group meetings held for sharing information on the test and conditions.

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

RESEARCH REQUIREMENTS

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

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

APPLICATION FOR CANDIDACY

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

Late in the semester prior to expected graduation, the School must certify that the student has removed all incomplete grades, has satisfactorily completed the research requirement, and has satisfactorily passed comprehensive examinations. After this certification is made and a clearance by the 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

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

A complete packet, including materials required both by the School of Social Work and by the Graduate School, will be supplied. A \$10 nonrefundable application fee is required by the Graduate School.

Basic Admissions Requirements

Applicants to all units of the On-Campus and Off-Campus 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. *Regardless of the grade point average, the Graduate Record Examination is required.*
3. A broad liberal arts background with substantial preparation in the social sciences and humanities.

While social work experience is not a requirement, applicants with successful, paid social work experience are given priority in admissions reviews for all units of the School. This is particularly applicable to Advanced Standing applicants in Concentration A and to all applicants in Concentration B. Additionally for Concentration B, preference is given to those applicants who demonstrate interest in the specialization areas offered and evidence of clear career goals.

A personal interview, although not required, is encouraged when travel to

Chapel Hill is possible. Applicants who want an interview should contact the Director of Admissions for the School of Social Work (call 919/933-1225 or write 223 East Franklin Street 150A, Chapel Hill, North Carolina 27514) for an appointment.

General Admissions Procedures

Applicants are responsible for making sure that all required documents are on file in the School of Social Work by the appropriate deadline — March 1 for on-campus study and August 1 for off-campus 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-Six References
6. Transcript of all Undergraduate and Graduate Work.

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

Completed application folders are reviewed initially for the 3.0 grade point average and/or the Graduate Record Examination score of 1000 (verbal and quantitative sections of aptitude section). In occasional circumstances, particularly when the applicant has successful, paid social work experience and clearly supportive references, the Admissions Committee will recommend an applicant with less than a 3.0 average and less than a score of 1000. *This exception is never made, however, for Advanced Standing applicants.* In completing the School of Social Work application, applicants are required to identify the curriculum concentration in which they wish to study. Applications are reviewed in comparison with others for the same concentration. 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 requested and outlined as a part of the application packet, is considered by the Admissions Committee to be a particularly important item in making admission 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 completed folders are recommended to the Graduate School for final decisions. The Associate Dean in charge of admis-

sions in that office notifies the applicant. Decisions for off-campus study depend on the date the application materials are complete; announcements begin in mid April and continue through mid August.

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



Advanced Standing Admissions

A limited number of positions are available for admission with advanced standing in Concentration A — Services to Individuals, Families and Groups. Accepted applicants are *required* to attend a special, full-time orientation program prior to fall orientation. During this summer introduction to place, program, and people, there is an initiation of the student's field placement as well as the completion of a three-credit course. 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 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, no more than three years prior to initial registration at UNC-CH, from an undergraduate social work program accredited by the Council on Social Work Education at the time of the applicant's graduation.
2. Satisfactory completion of the following courses:
 - a. Research Methodology, one course
(a statistics course is not an acceptable substitute)
 - b. Social Welfare Policy, two courses
 - c. Social Work Methods, two courses
 - d. Human Behavior and Social Environment, two courses.
3. A satisfactorily completed direct service field placement of at least 300 clock hours under M.S.W. supervision.
4. A minimum of 18 semester hours of satisfactorily completed courses in other areas of social science.
5. Having a 3.0 (on a 4.0 scale) grade point average on the upper division undergraduate work *or* a combined score of 1000 on the verbal and quantitative sections of the Graduate Record Examination. (No exceptions for Advanced Standing Students.)

Applications from persons who have a B.A. or B.S. degree in other fields, but who have completed 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 stand-

ing admission. Usually, a few applications are accepted from persons with no social work experience beyond the undergraduate field placement.

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

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

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

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

Transfer Admissions

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

Off-Campus Programs Admissions

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

FINANCIAL AID

Sources of financial aid are limited. It is the responsibility of each applicant to work out a plan for financial support for the entire period of study. While the School, through the advisors and the Director of Admissions/Financial Aid, attempts to assist students in their financial planning, applicants are strongly advised to work out a financial support plan prior to enrollment. Applicants needing financial aid should indicate this on their School of Social Work application and apply through the University Student Aid Office. After admission decisions are announced, financial aid request

forms are mailed to those accepted applicants indicating financial need. These persons, along with currently enrolled students indicating need, are considered for all sources of assistance within the School.

School Resources

A few *stipends* are available for full-time students. These are awarded on the bases of financial need, good academic standing, and interest in the funding area. In the 1980-81 academic year, the funding areas are Mental Health, Family and Child Welfare, and Services to the Aging. Awards are announced around July 1 of each year.

Some *graduate assistantships* are usually available. These are for employment within the School, such as library, clerical or research assistants. Selection is made on the bases of financial need, skills in the designated area, and time available at the period needed. Assistantships are announced at the beginning of each semester.

The *Alan Keith-Lucas Award*, established by the School of Social Work Alumni Association, is granted each year to an off-campus 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.

University Resources

All applicants and students in need of financial assistance are encouraged to apply to the University Student Aid Office in Vance Hall as well as to the School. Frequently 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.

Minority students can request financial assistance from the National Fellowship Fund (795 Peachtree Street, N.E., Atlanta, Georgia 30308) and from the Opportunity Fellowship Program (111 50th Street, New York, New York 10020).

Women who have experienced interruptions of their careers, who are over 21 years of age, and who are residents of the "Southern region of the United States" can apply for a Duiguid Fellowship (795 Peachtree Street, N.E., Suite 484, Atlanta, Georgia 30308).

ANNIE KIZER BOST AWARD

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



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

SCHOOL

Educational Advising

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

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

The Off-Campus Center Coordinators serve as advisors to students enrolled in the Off-Campus Program. These advisors serve the same consultative, advocate, and liaison roles as the on-campus advisor. When the student moves to on-campus studies for completion of the second-year curriculum, an advisor is assigned from that program.

Reading Room Facilities

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

Student Organization

The Social Work Student Organization (SOWOSO) is composed of all degree-seeking students in the School and is recognized by the Graduate and Professional Student Federation. It provides a forum for student activities and concerns and is directed by students who are elected from each curriculum and each year. 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 Off-Campus Program. Through its newsletter, *Insight*, the association promotes a close bond between the School and the Alumni.

UNIVERSITY

Nondiscrimination Policy

The University of North Carolina at Chapel Hill is committed to the principle of equal opportunity. It is the policy of this University not to discriminate on the basis of race, sex, color, national origin, religion, or handicap with regard to its students, employees, or applicants for admission or employment. Such discrimination is also prohibited by federal law. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the Assistant to the Chancellor.

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 6600 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, N.C. 27514. There are both one- and two-bedroom apartments, furnished and unfurnished, available for married, full-time students and for divorced or widowed students with children. These apartments are conveniently located in Odum Village about one mile south of the center of campus. In 1980-81, rental rates range from \$138-\$155 monthly. For further information, persons should contact the Manager, UNC Student Family Housing, Odum Village, Branson Street, Chapel Hill, N.C. 27514.

Early application is advised.

Student Health Services

The University provides a broad health care program for students, including an inpatient and outpatient Student Health Service and a comprehensive hospitalization insurance program.

The Student Health Service is staffed with physicians, psychiatrists, psychologists, social workers, health educators, and a full nursing complement. There are certain specialized clinics, including dermatology, gynecology, and orthopedics. More specialized services, such as major surgery, and certain laboratory and X-ray procedures, are available, at standard rates, at North Carolina Memorial Hospital, which is located on south campus. Use of the Student Health Services is covered through tuition and fees but charges are made for inpatient meals, other-than-routine drugs and dressings, and certain laboratory procedures.

The hospitalization insurance is offered through a group program and provides coverage for single students, as well as for married students and their families.

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 1980-81 academic year, the tuition and fees for an in-state resident for one semester, studying full-time in the School of Social Work are \$449.25 per semester. This includes the \$150.00 per semester field work fee which helps cover some reimbursement to students for travel to the field agency and some expenses incurred in the operation of the field liaison program. The out-of-state, full-time tuition and fees total \$1,304.25 per semester and also includes the \$150.00 field fee.

Tuition and fees for the Off-Campus Program follow the same rate as for the On-Campus Program, but are reduced for part-time study. Appropriate field work fees are added. For in-state residents studying in Concentration A, the per-semester rate is \$223.62; for out-of-state students, \$651.12.

Residence Status for Tuition Payment*

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 12 months immediately prior to his or her classification as a resident for tuition purposes. In order to be eligible for such classification, the student must establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of mere temporary residence incident to enrollment in an institution of higher education.

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

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

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

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

Statutory Exceptions

a. *Grace Period.* By virtue of the provisions of G.S. 116-143.1, if a student

*The information in this section comes from three sources: (i) North Carolina General Statutes, Sec. 116-143.1; (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes, August 1979*; (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

has been properly classified as a resident for tuition purposes, a change in that student's state of residence thereafter does not effect in all cases an immediate automatic loss of entitlement to the in-state tuition rate. To qualify for the grace period, the following conditions must be satisfied:

1. The student must have been properly classified as a resident for tuition 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, the prescribed twelve-month period of legal residence required for entitlement to classification as a resident for tuition purposes may be shortened on the basis of the marital status of the student, in specified circumstances. If a student otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the spouse of the student, if the spouse has been a legal resident of the State for the requisite twelve-month period.

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

Minors. A minor is any person who has not reached the age of eighteen years. The domicile of a minor is that of the father. With a few exceptions noted below, this presumption is virtually irrebuttable. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of 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.

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

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

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

Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents as to enjoy a species of adulthood for legal purposes. The consequence, for present purposes, of such circumstances is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile in fact has been established. The circumstances recognized as having the potentially emancipating effect are:

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

Aliens. An alien holding a visa which will permit eventual permanent residence in the United States is subject to the same considerations with respect to determination of legal residence as a citizen. An alien abiding in the United States under a visa conditioned at least in part upon intent not to abandon a foreign domicile (B,F,H and J visas) cannot be classified as a resident. An alien holding a visa issued for a purpose which is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence (C and D visas) cannot be classified as a resident. A refugee or orphan from the Republic of Vietnam, Laos or Cambodia, paroled into the United States after March 31, 1975, who has abided in this state for twelve consecutive months may receive in-state tuition privileges.

Military Personnel. The domicile of a person employed by the Federal Government is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile by the usual re-

quirements of residential act plus intent. No person loses his or her in-state residence solely by serving in the armed forces outside of the State of North Carolina.

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

Change of Status. A student admitted to initial enrollment in an institution (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 by the admitting institution that the student is a resident for tuition purposes, relative to the term of initial enrollment or re-enrollment, the student is classified a nonresident for tuition purposes prior to actual matriculation. A residential classification 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 treated as a new student by the institution to which he or she is transferring and must be assigned an initial residential classification for tuition purposes.

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

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

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

If a student, who has been found to be a nonresident for tuition purposes, receives an erroneous notice from an institutional officer identifying the student as a resident for tuition purposes, the student is not responsible for

paying the out-of-state tuition differential for any enrolled term beginning before the classifying institution notifies the student that the prior notice was erroneous.

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

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

A complete explanation of the Statute and the procedures under the Statute 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 is available for inspection in the Admissions Offices of the University.

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

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

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

The University of North Carolina at Chapel Hill has routinely made public certain information about its students. Some typical ways this has been done include the following: names of students who are selected by the

various honorary societies, who receive scholarships, who make the Dean's List, who hold offices, or who are members of athletic teams are frequently made public. To facilitate campus communication the University annually publishes the *Campus Directory*. Some professional and graduate school student groups publish directories of students in their departments or schools. The annual commencement program publishes the names of persons who have received degrees during the year.

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

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



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

