

**RECORD OF THE  
UNIVERSITY OF NORTH CAROLINA  
AT CHAPEL HILL**

ANUARY 17, 1975



**THE SCHOOL OF  
SOCIAL WORK**

ISSUE 1975-1976

School of Social Work  
The University of North Carolina  
at Chapel Hill  
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Chapel Hill, NC 27514  
Tel, 919/933-1225

RECORD OF  
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**Record of the  
University of  
North Carolina  
at Chapel Hill**

**SCHOOL OF SOCIAL WORK**

**Announcements for 1975-1976**

**January 17, 1975**

**Number 813**

## THE UNIVERSITY OF NORTH CAROLINA

### Sixteen Constituent Institutions

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

RAYMOND HOWARD DAWSON, B.A., M.A., Ph.D., Vice President - Academic Affairs  
\_\_\_\_\_, Vice President - Student Services and Special Programs

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JOHN L. SANDERS, A.B., J.D., Vice President - Planning

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

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

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

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

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

J. LEM STOKES, II, A.B., M.Div., Ph.D., Associate Vice President - Academic Affairs

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

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

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

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

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

A revision of the North Carolina State Constitution adopted in November 1970 included the following: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of

higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina . . . . .” In slightly different language, this provision had been in the Constitution since 1868.

On October 30, 1971, the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the University as follows: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This merger, which resulted in a statewide multicampus university of sixteen constituent institutions, became effective on July 1, 1972.

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

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

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

## 1975 Calendar

JANUARY							FEBRUARY							MARCH							APRIL						
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## 1976 Calendar

JANUARY							FEBRUARY							MARCH							APRIL						
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MAY							JUNE							JULY							AUGUST						
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
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26 27 28 29 30						24 25 26 27 28 29 30 31						28 29 30						26 27 28 29 30 31									

**SCHOOL OF  
SOCIAL WORK CALENDAR'  
1975-1976**

**SUMMER SESSION, 1975**

**First Term**

May 5-August 22  
May 19, Monnday  
May 20, Tuesday  
June 20, Friday  
June 23-24, Monday-Tuesday

Field Instruction  
Registration for regular classes  
First day of classes  
Last day of classes for first term  
Examinations according to schedule

**Second Term**

June 30, Monday  
July 1, Tuesday  
July 4, Thursday  
August 1, Friday  
AAugust 4-5, Monday-Tuesday

Registration  
First day of classes  
Holliday, Independence Day  
Last day of classes for secondd term  
Examinations according to schedule

**FALL SEMESTER, 1975**

August 20, Wednesday  
August 25-27, Monday-Wednesday  
August 28, Thursday  
August 28, Thursday and  
September 2, Tuesday  
August 29, Friday

Fall Semester Opens  
Orientation and Registration  
First day of classes—Second Year Students

September 1, Monday  
September 4, Thursday

Field Orientation—First Year Students  
First day of classes—First Year Students;  
First day of Field Instruction—Second Year  
Students  
Holiday, Labor Day  
First day of Field Instruction—First Year  
Students

November 26, Wednesday  
December 1, Monday  
December 5, Friday  
December 6-8, Saturday-Monday  
December 9-18, Tuesday-Thursday  
December 19, Friday

Thanksgiving vacation begins at 1 p.m.  
Instruction resumes  
Last day of classes  
Reading Days  
Final Examinations  
Last day of Field Instruction

**SPRING SEMESTER, 1976**

January 5-6, Monday-Tuesday  
January 5, Monday

Registration and Drop-Add  
First day of Field Instruction—Second Year  
Students

January 6, Tuesday

First day of Field Instruction—First Year  
Students

January 7, Wednesday  
March 8, Monday  
March 15, Monday  
April 19, Monday  
April 22, Thursday  
April 23, Friday  
April 23-25, Friday-Sunday  
April 26-May 5, Monday-Wednesday  
May 9, Sunday

First day of classes  
Spring vacation begins  
Instruction resumes  
Holliday, Easter Monday  
Last day of Field Instruction  
Last day of classes  
Reading Days  
Final Examinations  
Commencement

## **CONTENTS**

CALENDAR / 5

ADMINISTRATION / 7

FACULTY / 8

CURRICULUM / 15

WORK-STUDY PROGRAMS / 18

ADMISSION / 19

FINANCIAL AID / 21

DEGREE REQUIREMENTS / 22

FEES AND EXPENSES / 23

HOUSING / 23

STUDENT HEALTH SERVICE / 24

COURSES OF INSTRUCTION / 25

EXCERPTS FROM UNIVERSITY REGULATIONS / 32



## **THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

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

JOHN PARKHILL EVANS, Ph.D., Assistant to the Chancellor

SARAH VIRGINIA DUNLAP, B.S., Secretary to the University

DONALD ARTHUR BOULTON, Ed.D., Dean of Student Affairs

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

CLAIBORNE STRIBLING JONES, Ph.D., Vice Chancellor, Business and Finance

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

WILLIAM FREDERICK LITTLE, Ph.D., Vice Chancellor, Development and Public Service

JOHN CHARLES MORROW III, Ph.D., Provost

HOMER CRANSTON RICE, M.E., Director of Athletics

CECIL GEORGE SHEPS, M.D., Vice Chancellor, Health Sciences

### **THE SCHOOL OF SOCIAL WORK**

MORTON I. TEICHER, M.S.W., Ph.D., Dean

RICHARD H. UHLIG, M.S.W., Ph.D., Associate Dean

S. RACHEL DEDMON, M.S.S.W., D.S.W., Director of Admissions and Assistant Dean

NANCY M. HALL, M.S.W., Director of Field Instruction

BETTY YORK, M.S.W., Director of Work-Study Program

### **ADMINISTRATIVE BOARD**

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DONALD BALES HAYMAN, Ph.D., Professor of Public Law and Government and Assistant Director of the Institute of Government

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'ALAN KEITH-LUCAS, M.A. (Cantab.), M.Sc., Ph.D., Alumni Distinguished Professor of Social Work and Group Child Care Consultant

HORTENSE McCLINTON, M.S.W., Assistant Professor of Social Work

HARVEY L. SMITH, Ph.D., Professor of Sociology in the Department of Sociology, Clinical Professor of Sociology in the Department of Psychiatry, Research Professor in the Institute for Research in Social Science, and Director of the Social Research Section of the Division of Health Affairs.

**FACULTY**

ELAINE ARMSTRONG, M.S.W., Lecturer in Social Work and Co-ordinator, Work-Study Program, Asheville

WILLIAM E. BAKEWELL, M.D., Professor of Psychiatry

THOMAS S. BALDWIN, M.A., Ph.D., Associate Professor in the School of Social Work

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ELAINE L. GOOLSBY, M.S.W., Lecturer in Social Work and Assistant Professor of Clinical Social Work in Section of Allied Educational Programs and Department of Pediatrics

NANCY M. HALL, M.S.W., Assistant Professor of Social Work and Director of Field Instruction

H. CARL HENLEY, JR., M.S.P.H., Ph.D., Assistant Professor of Social Work and Research Specialist, Group Child Care Consultant Service

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ALBERT L. JOHNSON, M.A., M.P.H., Ph.D., Associate Professor of Social Work and Public Health Administration

<sup>2</sup>ALAN KEITH-LUCAS, M.A. (Cantab), M.Sc., Ph.D., Alumni Distinguished Professor of Social Work and Group Child Care Consultant

ALBERT WARREN KING, M.S.W., Assistant Professor of Social Work

SAMUEL H. KORNEGAY, M.S.W., Lecturer in Social Work

SHARON I. LANIER, M.S.W., Lecturer and Field Instructor in Social Work

NOEL A. MAZADE, M.S.W., M.S. (Hyg.), Ph.D., Assistant Professor of Mental Health Program Administration, School of Medicine, and Lecturer in Social Work

HORTENSE KING McCLINTON, M.S.W., Assistant Professor of Social Work

ALSI ROBINETTE McKINNON, M.A., Assistant Professor of Social Work

2. Retires as of July 1, 1975.

MERLIN B. OUTCALT, M.A.S.S., Executive Director of Group Child Care Consultant Services, and Lecturer in Social Work

JANE H. PFOUTS, M.S.W., Ph.D., Associate Professor of Social Work

ERWIN PLUMER, M.S.S.S., Lecturer and Group Child Care Consultant

CLIFFORD W. SANFORD, M.A., M.S.W., Lecturer and Group Child Care Consultant

<sup>3</sup>JANICE H. SCHOPLER, M.S.W., Assistant Professor of Social Work

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ESTHER WALTON, M.S.W., Lecturer in Social Work

JOHN WASSON, M.S.W., Lecturer in Social Work and Co-ordinator, Work-Study Program, Wilmington

BETTY YORK, M.S.W., Lecturer in Social Work and Director, Work-Study Program

REGINALD D. York, M.S.W., D.S.W., Lecturer and Group Child Care Consultant

#### **Part-Time Lecturers in the Work-Study Program**

JOHN R. BALL, M.S.W., Ed.D.  
(Greenville)

LEWIS E. GALLANT, M.S.S.W.  
(Pembroke)

JUNE M. ESSELSTYNE, M.S.S.S.  
(Charlotte)

ALICE I. GLASS, M.S.W.  
(Greenville)

M. JOSEPH FRANKFORD, M.A.S.A.  
(Greenville)

RAYMOND S. LEDFORD, M.S.W.  
(Asheville)

#### **Staff**

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MARY M. MAYBREY

SUE CASTLE

PATRICIA MILLER

EVELYN CEARNAL

SARAH MOFFITT

BONNIE CHESNUT

LINDA SHARP

VIVIAN FAUCETTE

VIRGINIA WELLS

NITA HALL

**Field Instructors 1974-1975**

- JUDITH ALTHOLZ  
Duke University Medical Center  
Durham, N.C.
- CAROL APPOLONE  
Developmental Evaluation Clinic  
Winston-Salem, N.C.
- ALETA ATKINSON  
Alamance County Kindergarten for the  
for the Handicapped, Inc.  
Burlington, N.C.
- SARAH AUSTIN  
Family Services, Inc.  
Winston-Salem, N.C.
- ELIZABETH BALL  
Buncombe County Department  
of Social Services  
Asheville, N.C.
- GYPSY BARLOW  
Family and Children's Services  
Charlotte, N.C.
- DAN BERRMAN  
Developmental Evaluation Clinic  
Winston-Salem N.C.
- SIDNEY BRADSHER  
Family Services, Inc.  
Wilmington, N.C.
- KAY BRANDON  
Guilford County Public Health  
Department  
Greensboro, N.C.
- JACQUELINE BRAUGHLER  
Guilford County Mental Health  
Center  
Greensboro, N.C.
- WINNIE BREEDEN  
Durham Drug Rehabilitation Center  
Durham, N.C.
- DONNA BROWN  
Youth Services System  
Winston-Salem, N.C.
- PAUL BROWN  
John Umstead Hospital  
Butner, N.C.
- CLARENCE BOYD  
Dorothea Dix Hospital  
Raleigh, N.C.
- RUTH CANTER  
Wilkes County Department of  
Social Services  
Wilkesboro, N.C.
- ALMON CARR  
Western Carolina Center  
Morganton, N.C.
- DORIS CHERRY  
O'Berry Center  
Goldsboro, N.C.
- FLORENCE COPELAND  
N.C. Memorial Hospital  
Chapel Hill, N.C.
- HALLIE COPPEDGE  
Veterans Administration Hospital  
Durham N.C.
- ELEANOR DEMARCO  
Methodist Home for Children  
Raleigh, N.C.
- PATRICIA DOMAGALSKI  
Durham County Mental Health Center  
Durham, N.C.
- WILLIAM DOWNEY, JR.  
Dorothea Dix Hospital  
Raleigh, N.C.
- WALTER DUMAS  
Veterans Administration Hospital  
Salisbury, N.C.
- WILLIAM EASTMAN  
Student Health, UNC  
Chapel Hill, N.C.
- CLIFFORD EDDINGTON  
Veterans Administration Hospital  
Oteen, N.C.

ANNE ELLIS  
W.H. Trentman Mental Health Center  
Raleigh, N.C.

BILLIE ELMORE  
Sandhills Mental Health Center  
Pinehurst, N.C.

BARBARA FAISON  
Winston-Salem State University  
Winston-Salem, N.C.

PATRICIA FREEMAN  
Orange County Department of  
Social Services  
Chapel Hill, N.C.

NANCY FAY  
Durham County Mental Health Center  
Durham, N.C.

LORRAINE FLORI  
Dorothea Dix Hospital  
Raleigh, N.C.

RUTH FULLER  
Dorothea Dix Hospital  
Raleigh, N.C.

LEWIS GALLANT  
Womack Army Hospital  
Fort Bragg, N.C.

JANET GRADEN  
Dorothea Dix Hospital  
Raleigh, N.C.

JUNIUS GRIMES, III  
N.C. Department of Social Services  
Raleigh, N.C.

HELEN GOLDSTEIN  
W. H. Trentman Mental Health Center  
Raleigh, N.C.

ELAINE GOOLSBY  
N.C. Memorial Hospital  
Chapel Hill, N.C.

GERALD GROON  
Environmental Protection Agency  
Research Triangle Park, N.C.

LELA MOORE HALL  
New Hanover County Department  
of Social Services  
Wilmington, N.C.

PATRICIA HALL  
Veterans Administration Hospital  
Durham, N.C.

WAYNE HARRELSON  
Davie County Department  
of Social Services  
Mocksville, N.C.

ELIZABETH HAWLEY  
Durham County Department  
of Social Services  
Durham, N.C.

BETTY HEDGEPEETH  
John Umstead Hospital  
Butner, N.C.

HELENA HERSHKOWITZ  
Family Counseling Services  
Durham, N.C.

JOAN HOLLAND  
Alamance County Mental Health Center  
Burlington, N.C.

GEORGE HUFF  
Dorothea Dix Hospital  
Raleigh, N.C.

PAMELA HURST  
Chapel Hill Police Department  
Chapel Hill, N.C.

SUSHILA JAIN  
Lincoln Community Health Center  
Durham, N.C.

LEAH JOHNSON  
Veterans Administration Hospital  
Durham, N.C.

MARGARET JOHNSON  
John Umstead Hospital  
Butner, N.C.

PAMELA KIRKPATRICK  
Orange-Person-Chatham Mental  
Health Center  
Chapel Hill, N.C.

PATRICIA KIRKTON  
N.C. Memorial Hospital  
Chapel Hill, N.C.

RONALD KNOPF  
Lower Cape Fear Juvenile  
Services Center  
Castle Hayne, N.C.

MELVIN KURZER  
Caswell Center  
Kinston, N.C.

CLAUDELIN LEWIS  
N.C. Memorial Hospital  
Chapel Hill, N.C.

CHARLOTTE LLOYD  
Baptist Children's Home  
Thomasville, N.C.

VIRGINIA LONG  
N.C. Memorial Hospital  
Chapel Hill, N.C.

RUTH LOTT  
Orange-Person-Chatham Mental  
Health Center  
Chapel Hill, N.C.

BETTY LOVE  
Mecklenburg County Department of  
Social Services  
Charlotte, N. C.

EDGAR MACKIE  
Dorothea Dix Hospital  
Raleigh, N.C.

FRANK MANSFIELD  
Randolph Clinic  
Charlotte, N.C.

JOYCE MASSIE  
Mecklenburg County Department  
of Social Services  
Charlotte, N.C.

GAIL MCLEOD  
Veterans Administration Hospital  
Durham, N.C.

KAREN METZGER  
John Umstead Hospital  
Butner, N.C.

BLAN MINTON  
N.C. Memorial Hospital  
Chapel Hill, N.C.

AMANDA MITCHELL  
Travelers Aid  
Charlotte, N.C.

CAROL MODLIN  
Durham County Department of  
Social Services  
Durham, N.C.

CATHERINE MULVEY  
Dorothea Dix Hospital  
Raleigh, N.C.

RILLA MURRAY  
N.C. Memorial Hospital  
Chapel Hill, N.C.

CATHERINE MUSICK  
Blue Ridge Mental Health Center  
Asheville, N.C.

VESTA NEALE  
Veterans Administration Hospital  
Oteen, N.C.

MARIANNA NICHOLSON  
N.C. Memorial Hospital  
Chapel Hill, N.C.

SARAH NOEL  
Guilford County Family Planning  
Greensboro, N.C.

LINDA NUNN  
N.C. Memorial Hospital  
Chapel Hill, N.C.

PHYLLIS OTT  
Orange-Person-Chatham Mental Health  
Center  
Chapel Hill, N.C.

HENRY OTTEN  
Barium Springs Home for Children  
Barium Springs, N.C.

GERALDINE PALMER  
N.C. Department of Human Resources  
Black Mountain, N.C.

ANNE PARRISH  
Wright School  
Durham, N.C.

JO ANN PICKETT  
John Umstead Hospital  
Butner, N.C.

JUNE POE  
N.C. Memorial Hospital  
Chapel Hill, N.C.

TIMOTHY PRITCHARD  
Developmental Evaluation Clinic  
Raleigh, N.C.

ERICA RAPPORT  
Hassle House  
Durham, N.C.

VIRGINIA RIGSBEE  
N.C. Memorial Hospital  
Chapel Hill, N.C.

RALPH ROBINSON  
Elon Home for Children  
Elon College, N.C.

HAZEL SCHNEIDER  
Child Guidance Clinic  
Winston-Salem, N.C.

BARBARA SHARP  
N.C. Memorial Hospital  
Chapel Hill, N.C.

KATHLEEN SMITH  
Dorothea Dix Hospital  
Raleigh, N.C.

HAZEL SNYDER  
Halifax Court, Child Care Center  
Raleigh, N.C.

GAYE STYRON  
Wake County Department of  
Social Services  
Raleigh, N.C.

LOZONA TATE  
C.A. Dillon School  
Butner, N.C.

JERRI THAGARD  
Forsyth County Child Guidance Clinic  
Winston-Salem, N.C.

WARD SUMMEY  
Blue Ridge Community Mental  
Health Center  
Asheville, N.C.

FRED THOMPSON  
Project Enlightenment  
Raleigh, N.C.

ROBERT VAILLANCOURT  
Orange-Person-Chatham Mental  
Health Center  
Chapel Hill, N.C.

MARY VALAND  
Project Outreach  
Chapel Hill, N.C.

DOROTHY VERWOERDT  
N.C. Memorial Hospital  
Chapel Hill, N.C.

BUD WALKER  
Durham Human Relations Commission  
Durham, N.C.

PHYLLIS WALKER  
Family Counseling Services  
Durham, N.C.

JUDY WALL  
Southeastern Mental Health Center  
Wilmington, N.C.

LILY WANG  
Duke University Medical Center  
Durham, N.C.

THOMAS WARD  
Veterans Administration Hospital  
Salisbury, N.C.

MAXINE WARREN  
Edgecombe-Nash Mental  
Health Center  
Rocky Mount, N.C.

BARDEN WINSTEAD  
John Umstead Hospital  
Butner, N.C.

HAZEL WISHNOV  
Durham County Mental Health Center  
Durham, N.C.

JOYCE YEOUZE  
New Hanover County Mental Health  
Center  
Wilmington, N.C.

### **Field Advisory Committtee**

SARAH AUSTIN  
Director, Professional Services  
Family Services, Inc.  
Winston-Salem, N.C.

KATHRYN BARCLAY  
Chief Social Worker  
Child Guidance Clinic  
Durham, N.C.

WILLIAM DOWNEY  
Director, Social Work Services  
Dorothea Dix Hospital  
Raleigh, N.C.

WALLACE HILL  
Director of Social Work  
North Carolina Memorial Hospital  
Chapel Hill, N.C.

THOMAS HOGAN  
Director, Durham County  
Department of Social Services  
Durham, N.C.

RUTH LOTT  
Director, Chapel Hill Clinic  
Orange-Person-Chatham  
Mental Health Center  
Chapel Hill, N.C.

ANN WATSON  
Chief, Social Work Services  
Veterans Administration Hospital  
Durham, N.C.



## SCHOOL OF SOCIAL WORK

The University of North Carolina, provided for in the state constitution in 1776 and chartered in 1789, laid the cornerstone of its first building in 1793 and opened its doors to students in 1795. It thereby became the first state university in the United States to admit students and send them out into the nation bearing a state university diploma.

The Graduate School was established in 1903 and was reorganized in 1920. In 1922 the University was elected to membership in the Association of American Universities.

The School of Public Welfare was established in conjunction with the Department of Sociology in 1920 and later became the Division of Social Work and Public Welfare in the Graduate School. Master's degrees were first awarded in 1920. The Division was accredited by the Council on Social Work Education in 1929. The Division of Social Work and Public Welfare became the School of Social Work on September 1, 1950 and continues to be an accredited member of the Council on Social Work Education.

At present the School awards the Master of Social Work degree and offers other special programs.

## CURRICULUM

The School of Social Work provides a course of study and practice, including classroom and field work assignments, leading to the Master of Social Work degree. The objectives of the Curriculum are to provide students with a basic foundation in knowledge, methods and skills for practice in social work and to provide competence and expertise in a specialized, substantive field in one of two Concentrations within a context of those basic values, methods and ethics which underlie social work as a profession. The two Concentrations are:

- A. *Services to Individuals, Families and Groups*
- B. *Organizational and Community Services*

Within each of the Concentrations the student may, at the end of the first year, specialize in designated areas by electing a study "cluster" composed of course offerings in the School, as well as in other divisions of the University, with appropriate practice placements or projects. For example, in Concentration A, the student may specialize in such fields as mental health, child welfare, family welfare or group services. In Concentration B, the student may specialize in such areas as community organization, administration and supervision, social planning, teaching or human resource development. For selected students there may be available the option of pursuing a generic program of study and practice within a Concentration and with an individualized program of study.

Each Concentration combines both classroom instruction and field practice or projects. All students are required to take those courses designated for the first year for each Concentration.

Students in each Concentration will be expected to demonstrate some knowledge of the basic principles and theories of the other but not necessarily to have acquired skill in their operation.

Students are further not restricted to courses in their chosen Concentration, but may elect some courses in the other Concentration or in some other school or department of the University even where these are not part of a designated "cluster."

### **A. Concentration In Services to Individuals, Families and Groups**

The aim of this Concentration is to provide students with a knowledge base and corresponding skills to formulate and to provide social work services which enhance the social functioning of individuals, families and groups. The focus of study in the Concentration is the social worker's engagement with the configuration of the small client system, social needs and problems and social services. These elements are considered in a range of helping models and in light of appropriate behavioral and social science research data and methodologies. Social work tasks, roles, settings and fields of service are examined against a background of the history and values of the social welfare tradition, the social work profession and in terms of their relevance for contemporary client systems and social problems.

In keeping with the mission of the School to provide appropriate knowledge and skills for direct practice in social work settings, as well as for practice in general and specialized fields, the Concentration offers a two year program of study and practice as follows:

*The First Year Program.* The first year serves two primary objectives with respect to social work practice with individuals, families and groups: foundation for beginning practice and preparation for advanced practice.

The academic work covers such areas as perspectives on human behavior and the social environment, foundations of social welfare and social work, social research methods, professional interaction and communication, social policy analysis and theoretical bases for services to individuals, families and small groups. In addition, field placement in a social work agency is required in each semester.

*The Second Year Program.* The second year program is designed to broaden the student's knowledge base in preparation for advanced practice. Emphasis is on differential use of skills in problem assessment and in planning, implementing and evaluating services.

In addition, the opportunity is provided for students to specialize in designated areas by electing study clusters composed of course offerings in the School, as well as in other divisions of the University, in conjunction with appropriately assigned agency practice.

### **B. Concentration In Organizational and Community Services**

The aim of this Concentration is to provide students with a knowledge base and corresponding skills and methods to engage in social planning, administration and supervision, community organization, teaching or human resource/organizational development. The focus of study in the Concentration is administrative, organizational and developmental problems and services of community and organizational systems. These elements are considered in a range of helping models, serving to link together community and organizational theory and practice, technical assistance needs of human service agencies, informational tools and systems and problem-solving techniques in terms of their relevance for contemporary human service systems and social problems.

In keeping with the mission of the School to provide appropriate knowledge and skills for practice in human service organizations and community organization settings, as well as for advanced practice in general and specialized fields, the program offers a two year program of study and practice as follows:

*The First Year Program.* The first year serves two primary objectives with respect to practice in a planning, community organization or human resource development

setting: foundation for beginning practice and preparation for advanced practice.

The academic work covers such topics as perspectives on human behavior and the social environment, foundations of social welfare and social work, social research methods, organizational theory and design, principles of administration, strategies of community and organizational change, social policy analysis and analytical tools for planning and administration. In addition, field placement or project assignment is required in one or both semesters, depending upon the student's earlier experience.

*The Second Year Program.* The second year program is designed to broaden the student's knowledge base in preparation for advanced practice. Emphasis is on preparation for middle-management and leadership in community organization, social planning, social policy analysis, staff training, administration and supervision, teaching, or organizational development.

In addition, the opportunity is provided for students to specialize in designated areas by electing study clusters composed of course offerings in the School, as well as in other divisions of the University, in conjunction with project assignments.

### **Educational Plans**

Each student, on admission, is assigned an advisor, who serves as an educational consultant, approves the student's course of study, acts as liaison person between the School and the agency providing the student's field instruction, co-ordinates the faculty's evaluation of the student's work and writes the School's letter of reference, which is shared with the student and constitutes the School's official evaluation of the student's work. The advisor is also available as a consultant and advocate in case of educational, financial or other problems.



**Dean Morton I. Telcher**

Advisors are initially assigned on the basis of the student's field instruction assignment. The advisor in the second year may or may not be the same as that in the first year, depending on the program.

Each student is required to complete before the end of the first year a tentative educational plan in the Concentration of choice which has the approval of the advisor. Students entering the second year directly should complete this educational plan with their advisor during the registration period.

## **Field Instruction**

Field instruction provides students with experience and practice opportunities in human services related to the chosen Concentration of study. During the field practice experience, the student is expected to build upon the base of knowledge and to apply principles, concepts and theories learned in classes which are concurrent parts of the educational curriculum. The student is encouraged to develop discipline in the use of self as a professional person.

First year field instruction focuses on the development of basic knowledge and skills which provide a foundation for the chosen Concentration of study. The second year of field instruction provides opportunity for increased knowledge and deepening skills in a specialized area.

A diversification of practice settings enables the student to learn to work with individuals, families, groups and community and organizational systems. Specifically, these settings may include family and childrens' services, medical and rehabilitative services, comprehensive community mental health services, social planning agencies, community development and organization programs, housing programs and Senior Citizens programs.

Field assignments are located within a 75 mile radius of the University campus and require that students have use of an automobile. It is possible for a limited number of students to accelerate their educational program by undertaking a full-time summer field assignment.

## **Work-Study Programs**

The School maintains work-study centers in five different regions of the State which allows employed social workers to study for their Master of Social Work degree without leaving their jobs for the entire educational period. Work-study students complete the first half of the degree requirements during a two-year (4 semesters) period of time while remaining with their agency.

The second half of the degree requirement is usually met through one academic year of study in residence. The student must begin this part of the degree program within three years after completing the initial two years of off-campus study.

Work-study centers are currently located on university campuses in Asheville, Charlotte, Durham, Greenville, and Wilmington. Due to the mobility of the program, the centers may be changed to meet the needs of new applicants seeking admission to the program.

The Work-Study Program is arranged so that students can meet a major portion of their agency responsibilities while pursuing graduate work. Two classes are usually taught one day each week in each of the four semesters. During the second year of the program work-study students also enroll in field instruction in the agency in which they are employed, although placements may be arranged elsewhere when circumstances warrant special consideration. The student may arrange a third semester block, or a third and fourth semester concurrent, placement.

Students in the Work-Study-Program are required to be employed in a social service capacity, and they must be granted released time by their agencies for study.

Work-study students are selected for admission by the same process and criteria

as for full-time on-campus students. (Refer to admissions procedures). Applicants are admitted in the Fall semester of each year.

### **Group Child Care Consultant Services**

Group Child Care Consultant Services (GCCCS) is a division of the School of Social Work, University of North Carolina. GCCCS offers consultation, study, evaluation, research and training to approximately eighty member agencies serving children and youth in twenty-one states. Agencies in North and South Carolina are assisted by the Duke Endowment to obtain the consultation service at reduced cost to the agencies. Consultation to agencies includes program planning, in-service training and staff development.

Continuing educational programs provided throughout the year for child care workers, social workers, supervisors and executives of agencies serving children, youth and their families include the seminar for social workers, a certificate training program and the Chapel Hill Workshops.

For information write to the Executive Director, GCCCS, University of North Carolina, 300 Battle Hall, Chapel Hill, North Carolina 27514.

### **Admission**

The School of Social Work admits new students for fall semester only, except in very rare circumstances. Persons who wish to be considered for admission should request application materials from the Director of Admissions, School of Social Work, 223 E. Franklin Street, Chapel Hill, North Carolina 27514. A complete packet of



**Rachel Dedmon, Director of Admissions**

materials, including those required by both the University Graduate School and the School of Social Work, will be furnished. A non-refundable \$10.00 application fee is required by the Graduate School.

Applicants are responsible for making sure that all required documents, including official transcripts and appropriate letters of reference, are in their file by April 1 prior to the fall semester for which they are applying. Because of the increased demands for a small number of spaces, applicants should apply early, preferably completing their folder by mid-January at the latest.

In completing the appropriate forms, applicants are asked to identify the concentration in which they wish to study, either the Concentration for Services to Individuals, Families, and Small Groups or the Concentration for Organization and Community Services. When the folder is complete, it is reviewed by the Admissions Committee for acceptability. All applicants are reviewed initially using the basic requirements listed in the following section. Then an applicant is reviewed in comparison to others who applied for the same concentration. Decisions are made on the basis of academic preparation, intellectual capacity, knowledge of and experience in the field of social work, and evidence of motivation to develop a personal discipline consistent with professional requirements. While prior social work experience provides an applicant with some measure of these qualities, it is not a specific admission requirement. The personal narrative, which is required as a part of the application to the School of Social Work, is considered by the Admissions Committee to be a particularly important part of the folder for making decisions.

As a final part of the Admissions Committee review, folders for applicants to be accepted and those to compose a waiting list are submitted to the appropriate Concentration Chairperson. The latter person may or may not request a personal interview before a recommendation is made.

A recommendation on the applicant's request for admission is made by the Admissions Committee of the School of Social Work to the University Graduate School. The latter group makes a final decision and notifies the applicant, usually in late April or early May. Applications for on-campus study, including first year, transfer, and advanced standing, and for Work Study follow the same process. Work Study applicants, however, complete an additional application.

### **Basic Admission Requirements**

Applications are reviewed according to criteria established by the University Graduate School. Evidence of the following are needed:

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. Occasional exceptions are made by the Graduate School.
3. A score on the Graduate Record Examination if the grade point average is below 3.0 (on 4.0 scale).
4. A broad liberal arts background preferably with substantive preparation in the social sciences and the humanities.

A personal interview may be required. Applicants who wish to make an appointment to speak with someone from the School are invited to contact the Admissions Office of the School of Social Work.

### **Admission with Advanced Standing**

Graduates of undergraduate social work programs which are accredited by the Council on Social Work Education are eligible for admission with advanced standing in the Concentration for Services to Individuals, Families, and Small Groups. (Admission with Advanced Standing in the Concentration for Organizational and Community Services is under study). Generally, applicants from programs accredited at the time

of their graduation can complete the M.S.W. degree during one academic year (two semesters) of residence. Such applicants should indicate a preference for Advanced Standing on their School of Social Work application. Subsequently, they will be required to furnish information on their undergraduate program if a current description is not available in the Admissions Office of the School of Social Work. Specifically, such applicants should have the following requirements met *prior* to initial registration in the School of Social Work:

- (1) A satisfactorily completed field placement equivalent to 300 clock hours of direct service experience under M.S.W. supervision.
- (2) Satisfactorily completed courses in the following areas:
  - (a) Research Methods, one course (a statistics course is not acceptable)
  - (b) Social Welfare Policy, two courses
  - (c) Social Work Methods, two courses
  - (d) Human Behavior and Social Environment, two courses
- (3) Strong and satisfactorily completed social science background.

Applicants who are not graduates of an accredited undergraduate social work program but who have course work which is in social work and which duplicates course work required by this School may be eligible to take exemption exams for those courses. If desired, the applicant should request such exemptions during the application process. Exemption exams are administered during the orientation period and evaluated in time for the student to register appropriately for the first semester.

## Financial Aid

Sources of financial assistance are very limited. It is the responsibility of each applicant to work out a plan for financial support for his/her total program. While the School of Social Work attempts to assist students in their financial planning, it cannot be responsible for a student's financial obligations. Very few stipends are available. If an applicant cannot attend school without financial assistance, this should be indicated on the School of Social Work application and a financial aid request form will be furnished. Decisions on all School stipends are made soon after July 1 each year.

*Loans* are used frequently for graduate study. Details about University, Federal, and State loan sources can be obtained by writing the Director of Student Aid, Vance Hall, The University of North Carolina at Chapel Hill. The North Carolina Rural Rehabilitation Corporation in Raleigh, North Carolina also maintains a loan fund from which social work students can borrow on a low interest, deferred payment basis. Applications should be made, as of January 1, 1975, to Mr. Alex M. Lewis, North Carolina Rural Rehabilitation Corporation, North Carolina Department of Agriculture, P. O. Box 27647, Raleigh, North Carolina 27611.

*Minority Students* can request financial assistance from the National Fellowship Fund (795 Peachtree Street, N. E., Atlanta, Georgia 30308), and 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. Write: Duiguid Fellowships, 795 Peachtree Street, N. E., Suite 484, Atlanta, Georgia 30308.

Some social service agencies award to social work students stipends which carry a commitment to work a year after graduation for each year the stipend was received. Applicants should inquire about such stipends at the Department of Social Services and other human service-related departments in their home states.

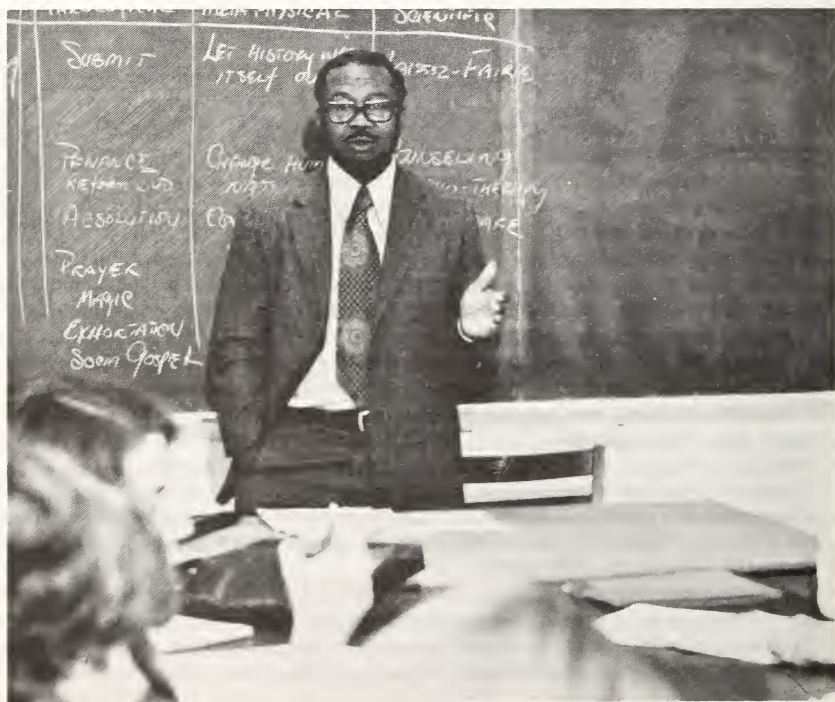
## DEGREE REQUIREMENTS

Formal application for admission to candidacy for an advanced degree is required. This is generally made during the second year of study. Approval of the application is dependent on the previous work of the student as shown by his undergraduate record; the record made in the Graduate School prior to the time when the application is filed; the certification, by the School of Social Work, that the student is qualified to continue advanced work with a program of work prepared in satisfaction of the requirements for the degree; and the removal of any special conditions imposed by the School of Social Work or by the Administrative Board of the Graduate School.

Grades for each course must carry one of the following graduate grades: *H*-Exceptionally superior work; *P*-Satisfactory passing work; *L*-Low passing work; *F*-Failure; *INC*-Work incomplete. The student is expected to obtain a grade of *P* or better in all of his courses, including field practica. A student receiving any grade of *F* is ineligible to continue in the School of Social Work. A student receiving grades of *L* on three courses or on 12 semester hours (whichever comes first) is ineligible to continue in the School of Social Work. When special circumstances warrant, students made ineligible may be reinstated upon petition by the School of Social Work to the Dean of the Graduate School. Grades of *Incomplete* must be removed within one calendar year from the date they are received. Failure to remove the grade in time results in an automatic *F* and makes the student ineligible to continue.

Only work announced as open for graduate credit in this bulletin or the bulletin of the Summer Session may be counted toward higher degrees.

Work taken more than five years before the date at which the master's degree is expected may not be used to count for credit toward that degree.



John B. Turner, Kenan Professor



### **Credit Hours**

1. The minimum number of semester hours required of a student who is not granted advanced standing or exemption from any required course is 58.
2. Students who transfer from other accredited graduate schools of social work must take a minimum of 58 semester hours in the two schools, of which 30 hours must be taken in residence at The University of North Carolina at Chapel Hill.
3. Students granted advanced standing on the basis of an undergraduate degree in social work must complete 30 hours for the degree at The University of North Carolina at Chapel Hill.
4. Students who are exempted from particular required courses, students who have taken graduate courses in other disciplines or have taken graduate social work courses in extension, or as an undergraduate at The University of North Carolina at Chapel Hill, students who are pursuing joint degree programs, and students who have professional degrees or diplomas from other countries are required to take from 30 to 58 hours at The University of North Carolina at Chapel Hill depending on the relevance of such courses to the student's course of study. This determination is made by the Director of Studies after consultation with the Concentration committees.

### **Examinations**

Candidates for the master's degree are required to pass all examinations in courses at the end of each semester of residence with the grade specified under the general regulations given above. In addition, a written or oral examination on the field of the major must be taken no earlier than the first month of the last semester of residence.

In the School of Social Work this takes the form of a comprehensive examination given in the second semester of the second year.

Examinations in course and the final written examination must satisfy the concentration committee which has charge of them that the candidate possesses such knowledge of the theory of social work as may reasonably be expected, that he/she can draw upon his/her knowledge with promptness and accuracy, and that his/her thinking is not limited to the separate units represented by his courses.

The recommendation of the faculty of the School of Social Work will be reported to the Dean of the Graduate School at least one week before the end of the last semester of residence. If the candidate's record is satisfactory, and if the student has complied with all the requirements for the degree, the Dean will report the student to the University faculty for approval and recommendation to the Board of Trustees.

### **FEES AND EXPENSES**

The University reserves the right to make, with the approval of the proper authorities, changes in tuition and any other fees at any time.

For in-state students the University tuition and fees for an academic year, including the \$150.00 field work fee, are approximately \$599.00. For out-of-state students this amount, including the \$150.00 field work fee, will be approximately \$2143.

### **Housing**

The primary objective of the Department of University Housing at Chapel Hill is to provide a physical and psychological atmosphere conducive to each and every student having opportunity to develop to the utmost his or her personality, ability and sensitivity. The University provides residence hall accommodations for approximately 6600 registered student—undergraduate, graduate and professional men and women. Three hundred and six apartments are available for married students.

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

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

### **Student Health Service**

In order to provide proper medical care and psychiatric counseling for the student, the University employs eleven full-time physicians, one psychiatrist, three half-time clinical psychologists, one general counselor, one marriage counselor, and one health educator. It maintains a well-appointed infirmary with forty-two beds. Modern diagnostic facilities include a diagnostic X-ray unit under the direction of a technician, and a clinical laboratory under the direction of three technicians. The Student Health Service is under the immediate supervision of a Director and is provided with a nursing staff of twenty-four persons directed by a nursing supervisor. At the discretion of the attending physician, a student may be admitted to bed, and for such services as may be rendered by the staff, no charges are made. However, certain highly specialized services (major surgery, consultations, certain types of X-ray and laboratory procedures) not available at the Health Service, are rendered by the N. C. Memorial Hospital at standard charges. In addition, a charge is made for inpatient meals and for other than routine drugs or dressings provided on either an inpatient or outpatient basis. Charges are also made for routine procedures not directly related to the health of a student—such as pre-employment physical examinations, and the like—and for services rendered at times when the student is not actually enrolled in the University.

### **Policy of the University on Equal Opportunity**

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



**The Reading Room**

## COURSES OF INSTRUCTION

Courses listed from departments other than social work and occasionally a course not listed, may be elected for credit with the approval of the Concentration Committee or the Director of Studies.

Subject to restrictions of the Graduate School (see Graduate Catalogue), with the approval of the head of the major department and of the Dean, students in other departments of the University may elect courses in the School of Social Work. Such students will be given credit as a part of their program approved by the major department, not in the School of Social Work. This rule will not prevent the transfer of credit in accord with the regulations of the University if the student later registers with the School.

The listing of a course in the catalogue does not obligate the University to give the course 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 socio-cultural, 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.

#### 103 PROFESSIONAL INTERACTION AND COMMUNICATION

2 Hours

Purposes and roles played in social work; basic interactional, relationship and communication theory. Student expected to provide examples of professional encounters from practice and participate actively in the group.

#### 104 SOCIAL WORK PRACTICUM I

4 Hours

This Practicum provides the student an opportunity to learn beginning practice skills and to identify and critically appraise the social worker's operational activities within the context of organizations and systems designed to meet human need. All day Tuesday and Thursday. Special fee: \$75.00 per semester.

#### 105 DISORDERS OF DEVELOPMENT AND LEARNING IN CHILDHOOD (Psychology 105, Maternal and Child Health 105)

2 Hours

Interdisciplinary approach to developmental problems in children. Overview of

etiological factors, diagnostic and management techniques. Lecture and discussion. Individual and group projects.

**105L LABORATORY FOR 105** **1 Hour**

**106 RACISM: IMPLICATIONS FOR HUMAN SERVICES** **3 Hours**

This course offers students an opportunity to examine the forces of racism on individuals, groups, and institutions; to explore these forces in the context of implications for practice in the human services professions.

**140 SUICIDOLOGY AND CRISIS INTERVENTION** **3 Hours**

Suicide and self-destructive behavior within the context of cultural attitudes towards death and psychosocial environments. Historical, philosophical, and legal perspectives; epidemiologic and demographic variables; theory and dynamics; clinical management and research.

**Courses for Graduates**

**200 PERSPECTIVES ON HUMAN BEHAVIOR  
AND SOCIAL ENVIRONMENT II** **2 Hours**

**201 FOUNDATIONS OF SOCIAL WELFARE  
AND SOCIAL WORK II** **2 Hours**

**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 practitioner and as clients of the helping professions including implications for the organization and delivery of services and social policy.

**210 HISTORY AND PHILOSOPHY OF SOCIAL WORK** **3 Hours**

The course traces the development of helping method from its Greek, Hebrew and Latin roots to the modern day, with special attention to the effects of culture, philosophy and theology on helping theory. The process is related to similar and different processes in administration, art, literature, religion and the practice of other professions. Class discussion, reading, and a term paper.

**221 SOCIAL WORK PRACTICUM II** **4 Hours**

Prerequisite, completion of Practicum I. In this Practicum the student becomes directly engaged in the providing of professional services. He is involved in translating theory into practice and learning practice skills appropriate to the learning objectives of his chosen concentration. All day Tuesday and Thursday. Special fee: \$75.00 per semester.

**222 SOCIAL WORK PRACTICUM III** **6 Hours**

This Practicum provides students with the opportunity to further develop practice skills in the area of this concentration and provides opportunity to further their

knowledge and understanding of program development, planning, analysis and implementation. All day Monday, Wednesday and Friday. Special fee: \$75.00 per semester.

**223 SOCIAL WORK PRACTICUM IV** **6 Hours**

This Practicum offers the student in depth development, integration and reinforcement of competence through performance in specially selected service situations. Students admitted to course by permission. All day Monday, Wednesday and Friday. Special fee: \$75.00 per semester.

**224 SOCIAL WORK PRACTICUM V** **Var.**

An individualized, tutorially-oriented unit of study and action consisting of a time-limited set of related social work tasks which leads to the development of a specific professional product. Special fee: \$75.00 per semester.

**225 THEORETICAL BASES FOR SERVICES TO INDIVIDUALS, FAMILIES AND SMALL GROUPS** **3 Hours**

Selected approaches and intervention models are presented and analyzed as preparation for work with various client systems.

**226 SOCIAL WORK SERVICES TO FAMILIES** **3 Hours**

The family as the unit of social work treatment. Stress is placed on patterns of family communication and interaction. Lectures, tapes, discussions and student presentations.

**227 SOCIAL WORK SERVICES TO INDIVIDUALS** **3 Hours**

The helping process in working with individuals. Selected theories are applied to the differential assessment, goal setting, and interventive strategies related to a variety of problems of increasing complexity.

**228 SOCIAL WORK WITH GROUPS** **3 Hours**

Advanced treatment of several theories of social group work and of models of work with groups used by other professions. Application of material to students' current field practice experiences.

**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, or where separation from home is in question. Foster family, group and part-time care, placement for adoption, counseling and protective services. Readings, papers, and class discussion.

**230 PSYCHOPATHOLOGY OF HUMAN BEHAVIOR** **3 Hours**

Lectures and clinical demonstrations on the dynamics of development and of normal behavior, with emphasis on unconscious motivations and mechanisms. For practical purposes differentiation is made between essentially normal responses and those significant in psychoneuroses, psychopathic personality and psychoses, but similarities will also be noted. The course will include such reference to treatment methods. Collateral reading will also be assigned.

- 231 PERSPECTIVES ON THE FAMILY** **3 Hours**  
Description and analyses of the family viewed as a social system and as a societal institution and appropriate theory and research. Problems of particular interest to social work practitioners are stressed.
- 232 SMALL GROUP THEORY** **3 Hours**  
Selected concepts from small group theory as a basis for social work practice.
- 240 BIOLOGICAL PROCESSES AND INTERVENTIVE STRATEGIES** **3 Hours**  
An introduction to selected biological processes at special developmental stages in the life cycle of humans in such a manner as to suggest major points and processes of social work intervention.
- 241 SOCIAL COMPONENTS OF HEALTH CARE** **3 Hours**  
This course is concerned with rationale, issues and problems related to the growing concept of quality health care as right of all. New programs and proposals for delivery of health services will be considered along with implications for social work practice.
- 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. Readings, papers and discussion will be specifically related to 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**  
Mental retardation is examined 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 service delivery.
- 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 are identified.
- 251 CITIZEN PARTICIPATION AND GRASS ROOTS ORGANIZATION** **3 Hours**  
The role of the social worker in facilitating citizen participation and in the development of grass roots organizations for problem-solving, and community improvement are analyzed and methods for practice identified.

**252 PLANNING AND COORDINATING FOR  
PROBLEM SOLVING AND SERVICE DELIVERY 3 Hours**

Review of agencies engaged in planning, coordinating, and interorganizational functions. Examination of theories, perspectives and procedures in social planning. 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 the effects of these on the delivery of social services.

**275 DESIGN, MANAGEMENT, AND EVALUATION  
OF ORGANIZATIONS 3 Hours**

A review of forces and aspirations which create formal organizations, the functions and dysfunctions of such organizations, and the processes evolved to cope with inter- and intra-organizational conflicts.

**276 PRINCIPLES AND PRACTICE OF ADMINISTRATION 3 Hours**

Various approaches to and practice of administration within an organizational development context. Emphasis on the task of the administrator in service planning, management and resource development.

**277 HUMAN RESOURCE PLANNING AND DEVELOPMENT 3 Hours**

Issues, approaches and trends in human resource development as an organized activity involving preparing persons to function in a specific system, directed towards individuals or towards those systems in which individuals are expected to participate.

**278 TRAINING AND DEVELOPMENT 3 Hours**

Principles of program planning and administration applied to the design of training and development activities for specific populations or groups.

**280 INTRODUCTION TO CONCEPTS AND PROGRAMMING  
FOR COMMUNITY MENTAL HEALTH 3 Hours**

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.

**285 ANALYSIS OF INCOME MAINTENANCE SYSTEMS 3 Hours**

This course examines programs for economic security, including national employment policies, fiscal policies, and income maintenance programs. Emphasis is placed on the problem identification and formulation phase of policy making. Criteria are developed by which the student learns to analyze policies and programs with respect to effectiveness and efficiency. Income maintenance programs in other nations are examined.

**286 ANALYSIS OF SOCIAL SERVICE SYSTEMS 3 Hours**

Prerequisite, second-year standing. This course examines the various systems into which social services are organized and by which they are delivered. Using

the criteria developed for income security programs in S.W. 285 students will analyze the organization of social services with special reference to problems in the delivery of the services to varying population groups. Economic, social, professional, and racial barriers to service delivery will be examined as will the problems related to effective planning of service systems.

**287 SOCIAL WORK AND THE LAW** **3 Hours**

Seminar on law as a resource in social work practice, with emphasis on areas where the two professions frequently meet, i.e., public welfare, juvenile court, family law, adoptions, etc. Examines attitudes of law and social work toward each other, development and complexity of law, basic constitutional principles as applied to socio-legal institutions, the adversary process as a method of seeking truth, role of courts and the attorney, similarities and differences in the two professions.

**288 SOCIAL WORK ADMINISTRATION** **3 Hours**

Problems and principles in the administration of a social agency. Readings, class reports, and discussion.

**289 LEGISLATIVE PROCESS IN SOCIAL WELFARE** **3 Hours**

State and national legislative processes on selected social welfare issues illustrative of ways in which social policies are made and their consequences, both intended and unintended, on programs and populations.

**290 SOCIAL WORK RESEARCH II** **3 Hours**

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.

**291 ANALYTIC TOOLS IN PLANNING AND ADMINISTRATION** **3 Hours**

To provide an introductory acquaintance with, and use of, a number of diagnostic, analytic and evaluative techniques and methods as a data base for social planning and administration. Such tools include, for example, cost-benefit, program budgeting, needs assessment, social indicators, area analysis and management information systems.

**300 SEMINAR: STUDIES IN SOCIAL WORK PROCESS** **3 Hours**

Successful completion of a substantial study, professional in content and in its manner of presentation, in which the student examines some problem or area of practice in which he has been engaged and supports his findings with evidence from his own learning, experience, and practice.

**301 SEMINAR IN ADVANCED PRACTICE** **3 Hours**

Open to professional social workers with M.S.W., or comparable degree, or by special arrangement. This course focuses on the changing strategies of social work intervention in relation to social problems and various client systems.

**305 SEMINAR IN HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT** **3 Hours**



<b>311 SEMINAR IN SOCIAL POLICY</b>	<b>3 Hours</b>
<b>315 SEMINAR IN SOCIAL RESEARCH</b>	<b>3 Hours</b>
<b>325 SEMINAR IN SERVICES TO INDIVIDUALS, FAMILIES AND SMALL GROUPS</b>	<b>1 to 3 Hours</b>
<b>350 SEMINAR IN SERVICES TO LARGER GROUPS, COMMUNITIES AND INSTITUTIONAL SYSTEMS</b>	<b>3 Hours</b>
<b>375 SEMINAR IN ADMINISTRATION AND PLANNING IN SOCIAL WELFARE</b>	<b>3 Hours</b>
<b>378 SEMINAR IN SOCIAL WORK SUPERVISION</b>	<b>3 Hours</b>
Prerequisite, master's degree in social work. A course designed for supervisors who are practicing supervision in their agencies, to learn the teaching of social work knowledge and skills to the beginning or less experienced worker through the supervisory relationship within the social agency.	
<b>400 GENERAL REGISTRATION</b>	<b>0 Hours</b>

## EXCERPTS FROM UNIVERSITY REGULATIONS

### Residence Status For Tuition Payment<sup>1</sup>

**General.** 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 domicile in North Carolina for at least 12 months immediately prior to his 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.

**Burden of Proof and Statutory Presumptions.** 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. Proof of residential status is controlled, initially, by two statutorily prescribed and complementary presumptions, 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, such fact shall constitute prima facie evidence that the student is not a domiciliary (legal resident) of North Carolina, and the student must assume the burden of rebutting the prima facie showing by producing evidence that he, independently, is in fact a domiciliary (legal resident) of North Carolina, in spite of the nonresidential status of his parents;

b. Conversely, if the parents of the student are domiciliaries of North Carolina, such fact shall constitute prima facie evidence that the student is a domiciliary of North Carolina. If the student has neither parents nor legal guardians, the prescribed concept of prima facie evidence cannot and does not apply.

c. 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 should pay the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she should pay the resident rate.

### Statutory Exceptions

a. **Grace Period.** By virtue of the provisions of G.S.116-143.1 (d) (Chap. 1364), if a student 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 resident 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**

1. The information in this section comes from three sources: (i) North Carolina General Statutes, Sec. 116-143.1(b), (d) [Chap. 1364], (d) [Chap. 1377], and (e); (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, July, 1974; (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

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 (d) (Chap. 1377) and (e), 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.

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

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

**Married Women.** The domicile of a wife is presumed to follow that of her husband; the converse is not presumed. There are exceptions to this presumption.<sup>2</sup> This presumption arises from the common law. When considered in conjunction with the statutory provisions of G.S. 116-143.1 (d) (Chap. 1377) and (e), it bestows upon the wife not only the benefit of the husband's domicile but also, if the husband's domicile is North Carolina, its duration with respect to the twelve-month waiting period. [G.S. 116-143.1 (d) (Chap. 1377) and (e), also permit the husband benefit of the wife's domiciliary duration if, immediately prior to the marriage, both spouses had been North Carolina residents but the wife had been domiciled in this state for a longer time than the husband.]

**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 for himself by the usual requirements of residential act plus intent. No person shall lose his in-state residence status 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.

<sup>2</sup> A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes, July, 1974, p. 35.

**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) shall be classified by the admitting institution either as a resident or as 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 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 residence status must bear the responsibility for securing a ruling by stating his 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 this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

**Appeals of Rulings of Admission Officers.** A student appeal of a classification decision made by any admissions officer shall be filed by the student with that officer in writing and shall be transmitted to the Residence Status Committee by that officer, who shall not vote in that Committee on the disposition of such appeal. The student shall be notified of the date set for consideration of the appeal and, on request of the student, he or she shall be afforded an opportunity to appear and be heard by the Committee. Any student desiring to appeal a decision of the Residence Status Committee shall give notice in writing of that fact within 10 days of receipt by the student of the decision of the Residence Status Committee, and the basis for such appeal, to the Chairman of the Residence Status Committee, and the Chairman shall promptly transmit 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 may be obtained from the Admissions Officer of the University.

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

#### **Firearms and Other Weapons Prohibited**

The possession of bowie knives, dirks, daggers, loaded canes, sword canes, machetes, pistols, rifles, repeating rifles, shotguns, pump guns, or other firearms or explosives upon any University campus or in any University owned or operated facility, unless explicitly permitted by the appropriate Chancellor or his designated representative in writing, is forbidden. Violation of this prohibition constitutes grounds for suspension from the University.







