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Record of
THE UNIVERSITY OF NORTH CAROLINA
at Chapel Hill

**Department of City
and Regional Planning**

1988-1990 Issue

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Cover: New East is a historic campus building whose cornerstone was laid in 1859. Completely modernized with funds from the National Science Foundation and the State of North Carolina in 1969, it now houses the Department of City and Regional Planning. Photograph by Kathy Thomas, UNC PhotoLab.

Record of

THE UNIVERSITY OF NORTH CAROLINA

at Chapel Hill

Department of City and Regional Planning

AUGUST 1988
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Mission Statement

The University of North Carolina at Chapel Hill has been built by the people of the State and has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the State and the nation. Since the nineteenth century, it has offered distinguished graduate and professional programs.

The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge.

The mission of the University is to serve all the people of the State, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to expand the body of knowledge; to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to improve the condition of human life through service and publication; and to enrich our culture.

To fulfill this mission, the University must:

acquire, discover, preserve, synthesize, and transmit knowledge;

provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the State and the nation;

provide graduate and professional programs of national distinction at the doctoral and other advanced levels to future generations of research scholars, educators, professionals, and informed citizens;

extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State; and

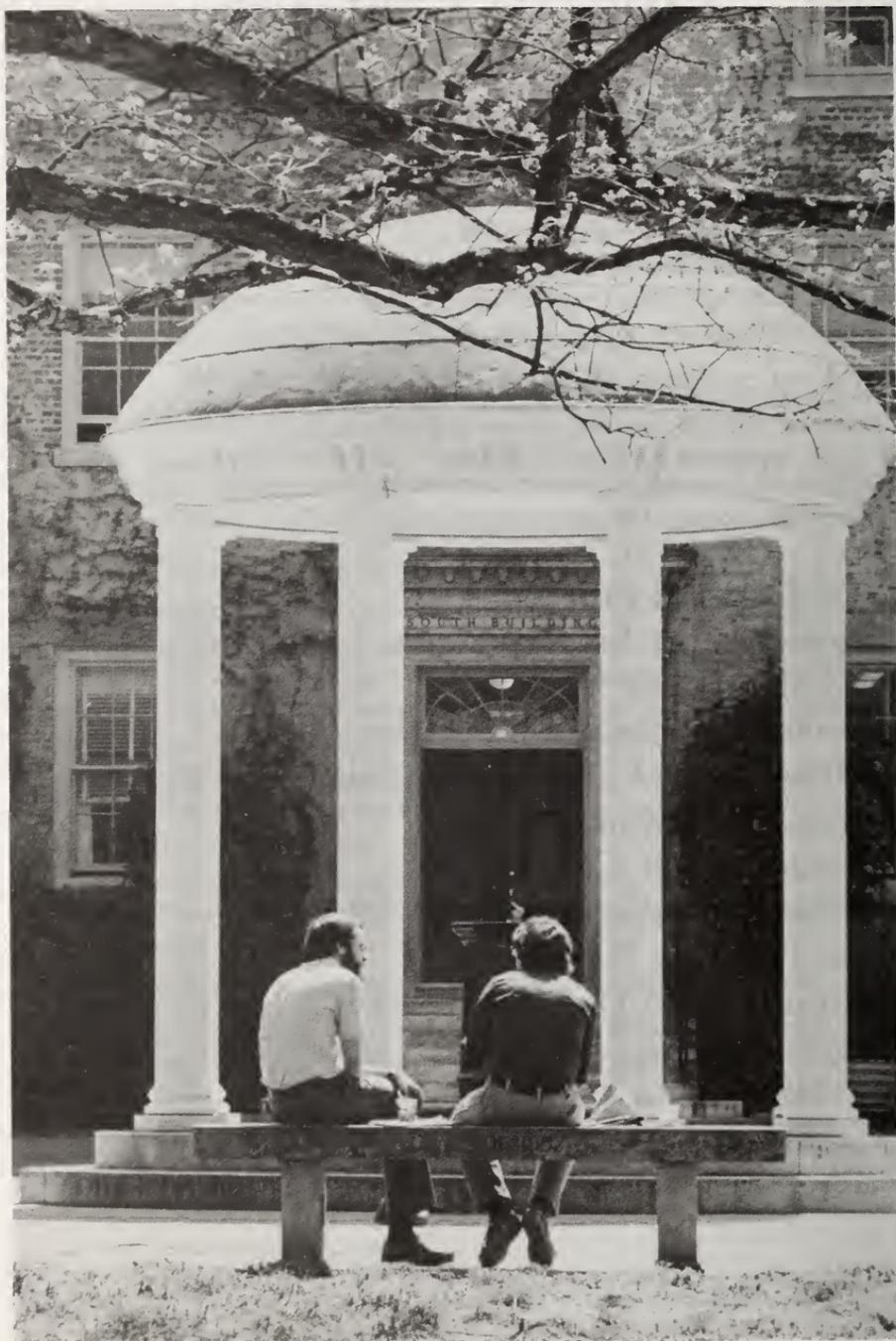
address, as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the faculty, students, staff, administration, trustees, and other governance structures and constituencies of the University in their service and decision-making on behalf of the University.

April 25, 1986 as adopted by the Board of Trustees, The University of North Carolina at Chapel Hill.

Table of Contents

About the Department /	5
The Professional Master's Degree Program /	7
Economic and Community Development /	8
Land Use and Environmental Planning /	15
Planning in Developing Areas /	23
Real Estate Development and Housing /	29
Urban Services and Infrastructure /	33
Joint Degrees and Other Professional Programs in Planning and Policy /	39
Combined Program in Law and Planning /	39
Combined Program in Business Administration and Planning /	40
The Graduate Public Policy Analysis Program /	41
The Doctoral Program /	43
Opportunities for Experience in Research and Practice /	51
Special Programs and Services /	55
Admission and Degree Requirements /	59
Financial Assistance /	64
Description of Courses /	68
Officers of Administration /	78
The Planning Faculty /	79
History of the University /	82
Appendix /	84
Living in Chapel Hill /	91
Calendar of Events /	92



The Old Well—a campus landmark.

About the Department

The Department of City and Regional Planning is one of the oldest and largest programs of graduate planning study and research in the United States. Founded in 1946 to demonstrate the practical application of social science methods to practical problems of government, this was the first planning program in the nation with its principal university base in the social sciences rather than in landscape design, architecture, or engineering. It has retained and strengthened that social science legacy while expanding the extent and breadth of its programs to include a full range of graduate planning study and research. Graduate instruction and research today is concentrated in five program areas: economic and community development; land use and environmental planning; planning in developing areas; real estate and housing; and urban services and infrastructure.

The department offers a two-year program leading to the Master of Regional Planning degree; a doctoral program leading to the Ph.D. degree; and an undergraduate interdisciplinary major in public policy analysis. The master's program helps capable individuals develop the specific skills, decision-making ability, and breadth of judgment needed for positions of leadership in the planning profession. The doctoral program strongly emphasizes research and is designed for individuals who seek careers in academic research and teaching or in applied research with governmental or private organizations. The undergraduate major in public policy analysis seeks to develop analytic and communication skills required for a variety of roles in the policy process and to improve students' competence to judge public policies as informed citizens.

The department's distinguished faculty members hold advanced degrees from over a dozen different institutions in fields ranging from economics, public finance, and man-environment relations to water resources engineering and transportation, as well as planning and public policy. The faculty attracts excellent students, and the record of the department's student career placements is exceptional. The department's alumni — now more than 1200 strong — hold positions as directors

of planning in the planning departments of large and small cities; as directors of state and regional planning programs; as associate and assistant planners in city, county, metropolitan, and regional planning agencies; in housing and urban development agencies; in various branches of the federal service; in public interest organizations and associations; in research organizations in the U.S. and abroad; in private development firms and banks; as private consultants; as planning advisers to communities and developing areas; and as deans, chairmen, and faculty members of educational institutions.

The program of instruction in city and regional planning reflects the breadth of the faculty's academic and research backgrounds with over fifty formal courses offered within the department each year. Since instructional opportunities are abundant within the department and the many other graduate and professional degree programs of The University of North Carolina at Chapel Hill, the faculty holds core requirements to a minimum so that individual students may plan a graduate curriculum suited for their career needs.

Students come to the department from all parts of the United States, from Canada, and from many other countries. The educational backgrounds of students who have entered the department and now hold positions of responsibility in the planning profession cover a wide range of undergraduate fields. Among them are architecture, biology, business, economics, engineering, forestry, geography, geology, history, landscape architecture, philosophy, political science, psychology, public administration, sociology, and urban studies. While many begin their studies upon completion of undergraduate work, a significant number of individuals come to the department for mid-career study.

The location of The University of North Carolina at Chapel Hill is in close proximity to a large complex of other educational and research institutions. The university is part of the Research Triangle, which ranks first among the nation's 100 largest metropolitan centers for the number of Ph.D. scientists and engineers per 100,000 population. The Triangle includes corporate and government research facilities in nearby Research Triangle Park, and Duke University and North Carolina State University in adjacent Durham and Raleigh, respectively. Raleigh is also the state capital. The department benefits from this close association through the appointment of selected adjunct faculty members from this pool of advanced professionals. Students have easy access to courses at Triangle universities (with no additional charges for tuition), and faculty and students use Durham, Raleigh, Chapel Hill, other Triangle communities, and nearby rural counties as laboratories for course and field work.

Another attribute of The University of North Carolina is Chapel Hill itself, which is a stimulating and beautiful place to live. A university town of 35,000, Chapel Hill combines the advantages of a small community with the social and intellectual resources of a unique population center of 300,000 living in the Triangle area. It is also a relatively short drive from Chapel Hill to Washington, D.C. to the North, Atlanta to the South, the Great Smoky Mountains in the West and to the Atlantic Coast beaches and Outer Banks in the East.

Graduate students will find that campus life offers an exciting intercollegiate athletic program of national prominence, extensive intramural athletic opportunities, as well as many professional, cultural, and intellectual activities.

The Professional

Master's Degree Program

The Department of City and Regional Planning admits students for work toward the M.R.P. degree in one of the department's five areas of specialization: economic and community development; land use and environmental planning; planning in developing areas; real estate development and housing; and urban services and infrastructure. It also offers formal joint degree programs in Planning and Law and Planning and Business Administration.

The master's program prepares students for professional planning practice and provides the grounding in theory and methods which will sustain a long-term planning career. We believe both aims can be met best by a program of study and trial practice that combines theory and methods of planning with substantive knowledge about public policy and development issues. To do that the program is structured to provide a base in planning theory and analytical methods together with in-depth coverage of substantive theory and methods and their application in an area of specialization.

The areas of specialization identify the fields of professional practice in which students expect to develop competence and begin their professional career. Each area of specialization has unique requirements. All students are encouraged, however, to broaden their educational experience by taking courses in more than one program area. Students are assigned a faculty adviser to help in the design of a course of study tailored to their needs. A current list of all departmental course offerings, including a description of course content, is provided later in this catalog. We urge prospective students to examine closely the diverse offerings described and in consultation with their faculty adviser to select courses appropriate to their interests and area of specialization.

Economic and Community Development

Throughout the U.S. planners help develop local economies and communities that meet the needs of all citizens. Needs are often greatest in the nation's most distressed regions, but economic and community development problems are found increasingly in rapidly growing regions as well.

During recent decades of economic restructuring, development problems have shown up as uneven burdens and benefits for workers and residents. Economic restructuring may lead to the loss of well-paying jobs and secure, stable employment opportunities. Economic mobility can also be restricted for youth leaving school, for workers who wish to improve their job positions, and for persons nearing retirement who become stranded without realistic employment prospects. Restructuring frequently leads to underutilization or abandonment of human resources, existing capital facilities, and locally supplied materials and services and at the same time it generates new risks to the environment and to the quality of community life. When those problems are allowed to accumulate, the capacity of a local economy to absorb and recover from the adverse effects of economic restructuring diminishes. Courses in economic development help students understand these processes and show how to harness public and private resources to design, test, implement, and evaluate effective economic development strategies.

Within both growing and declining urban regions, neighborhoods of dilapidated housing, decayed infrastructure, high unemployment, and other social problems attract planners' attention. At one time, those areas were simply bulldozed and the residents and small businesses displaced. Now planners work to revitalize distressed neighborhoods by putting together partnerships of community residents, entrepreneurs, and local public officials. Community development planners are responsible for devising new approaches and specific programs to



Economic and community development faculty members Harvey Goldstein, Michael Luger, William Rohe, and Edward Bergman.

help revitalize the physical structure and social fabric of such areas. Courses in community development provide theoretical frameworks for understanding the process of community development and neighborhood change, and training in a number of techniques for marshalling resources, analyzing community needs, mobilizing community support and interest, and designing and managing appropriate community-based development organizations and programs.

Career Opportunities

Students specializing in economic and community development find responsible and challenging jobs in a wide variety of settings and locations. Graduates are employed by local and state economic development agencies, nonprofit community-based organizations, quasi-public economic development corporations and authorities, private businesses engaged in development finance, and private economic and planning consulting firms.

Examples of first jobs taken by recent graduates suggest some of the career options in economic and community development: **Joel Patenaude** (MRP '87) works for the East Williamsburg Industrial Development Corporation in Brooklyn, New York. **Jessie Kome** (MRP '87) started her career as a Presidential Management Intern with the U.S. Department of Housing and Urban Development. **Noreen Beiro** (MRP '85) is an assistant treasurer in the Real Estate Division of the American Security Bank in Washington, D.C. **Robert Powers** (MRP '86) became economic development program manager for the City of Raleigh, North Carolina after serving as a development planner for the Tennessee Valley Authority. **Marybeth Dugan** (MRP '87) works as a staff associate with the Southern Growth Policies Board. **Leslie Lamont** (MRP '85) joined the staff of the Boston Redevelopment Authority after completing her degree.

Background and Preparation of Students

Students who specialize in economic and community development come to the department from a variety of backgrounds, but most are likely to have undergraduate training in one of the social science disciplines and to be interested in social and economic change at the local level. A strong quantitative background is not necessarily required for academic and professional success in this specialization. Analysis of economic and social data, however, is an important skill students will master while in the program.

Since economic and community development is a relatively recent area of specialization in the planning profession, the concepts, analytic techniques, policies, programs, and tools employed are being continually created and refined, quite often in the planning programs of important research universities, such as The University of North Carolina at Chapel Hill. That occurs through close interaction among faculty, students in the professional master's degree program, and Ph.D. students. Accordingly, we find that a number of master's students choose to pursue the Ph.D. degree before leaving the program.

Course of Study

All students study the basic planning core curriculum (18 hours), PLAN 210, Economic Analysis for Public Policy Planning (3 hours) if lacking intermediate microeconomics upon admission, and four additional courses in the area of specialization (12 hours). For the balance of the program (15 or 18 hours), students are encouraged to design, with their adviser, a program of study consistent with their own interests. They may choose from a variety of course offerings in city and regional planning and other departments of the university. Finally, students must submit a Departmental Paper at the end of their second year to complete their degree requirements.

The following courses are required for all students in economic and community development:

Planning Core Curriculum

- PLAN 130* Quantitative Analysis for Planners and Public Managers (3) Fall.
- PLAN 131 Quantitative Methods in Planning (3) Spring.
- PLAN 204 Planning Theory (3) Fall.
- PLAN 214 Urban Spatial Structure (3) Fall

**Exemptions may be granted based on a screening exam.*

PLAN 222 Planning Workshop (3) Fall.

or

PLAN 223 Planning Workshop (3) Spring.

LAW 254 Labor Law (3) Fall.

or

LAW 255 Housing and Community Development Law (3) Fall.

Area of Specialization Core Curriculum

PLAN 261 Urban and Community Economic Development (3) Spring.

PLAN 263 Development Planning Techniques (3) Spring.

PLAN 267 Local Development and Finance (3) Spring.

PLAN 264 Regional Development Theory (3) Fall.

or

PLAN 266 Community Development Planning (3) Fall.

Further specialization in community development is available by electing **PLAN 268** Community Development Policy or in economic development by electing **PLAN 269** Employment and Labor Market Policy. Numerous other electives from supporting faculty in the department and elsewhere allow students to acquire significant depth in this specialization.

In addition to building on the core courses, electives, and cospecialization courses in the department, students may cross-register for three-year, joint-degree programs in planning (M.R.P.) and business administration (M.B.A.) for private-sector management or planning (M.R.P.) and public administration (M.P.A.) for public-sector management. A four-year, joint program with Law (J.D.) is useful for students who wish to develop strong institutional and legal approaches to development planning.

Students who want to supplement their planning education with study abroad may pursue a comparative study semester in one of 19 European universities (in eight countries) with which The University of North Carolina at Chapel Hill has exchange agreements. The Department of City and Regional Planning's economic and community development faculty have developed a special relationship with development economists and planners with the University of Vienna's interdisciplinary Institute for Urban and Regional Studies. A newly established student exchange semester in Vienna provides an unrivaled opportunity for our students to undertake a program of supervised study in the heart of Europe's developed regions, both East and West.



Professor Edward M. Bergman, director of the economic and community development area of specialization.

Faculty—Their Teaching Responsibilities and Research Interests

EDWARD M. BERGMAN

Director, Economic and Community Development Area of Specialization; Professor and Director, Institute for Economic Development; B.S., Michigan State; M.C.P., Ph.D., Pennsylvania. Dr. Bergman teaches courses in local economic development and industrial policy, labor market and employment planning, and planning theory. He directs a U.S.I.A.-funded faculty exchange program between The University of North Carolina at Chapel Hill and the Vienna University of Economics. Bergman consults with Southern Growth Policies Board, Southern Technology Council, and other public and private clients, while also maintaining an active research agenda with funding from foundations (Ford, Kellogg, Aspen and Mary Reynolds Babcock), federal agencies (EDA, NSF, DOT, HUD, DOL) and various state programs. His current research focuses on industrial restructuring among state and local economies, regional development potential across metropolitan and rural areas, and comparative U.S.-European development policy.

Selected publications

“Coastal Restructuring of South Atlantic Region,” *Regional Studies*, forthcoming.

“State Innovation Policies and Regional Development of Technologically Dependent Industry,” in *Technology, Innovation and Regional Economic Development*, J. Schmandt and R. Wilson, eds., forthcoming.

"Urban Innovation, Technological Advance and Durham's Economic Transition in the Research Triangle Region" (coauthor), in *Urban Innovation in Local Economies of Europe and America*, P. J. Nijkamp and H. Ewers, eds., forthcoming.

"Organizational Arrangements for State and Local Industry Policy" (coauthor), *Journal of the American Planning Association*, 52 (Summer 1986).

After the Factories: Changing Employment Patterns in the Rural South (with others). Research Triangle Park: Southern Growth Policies Board, 1985.

HARVEY A. GOLDSTEIN

Associate Professor; B.S., Columbia; M.A., M.C.P., Ph.D., Pennsylvania. Dr. Goldstein joined the DCRP faculty in 1982, coming from the faculty of Columbia University's Graduate School of Architecture and Planning. He teaches and conducts research in the areas of urban and regional economic development and planning theory. His recent research has focused on the role of high technology parks in local economic development; the changing structure of U.S. metropolitan labor markets; the development of improved techniques for forecasting regional employment change; and the prospective regional impacts of industrial policies. He has served as a consultant for numerous public and nonprofit organizations.

Selected publications:

The State and Local Industrial Policy Question (ed.). Chicago: Planners Press.

"Institutional Arrangements for State and Local Industrial Policy" (coauthor), *Journal of the American Planning Association*, 52 (Summer 1986).

"Science and Research Parks as Regional Development Policy Tools in the United States" (coauthor), in *Regional Innovation and Decentralization of Technology Policy*, V. Hilpert, ed. London: Croom Helm, 1988.

"Planning as Argumentation," *Environment and Planning B*, 11 (1984).

"Regional Policies, the State, and the Pattern of Regional Economic Development in the Postwar Era: The Case of the United States," in *Regional Economic Development and the State*, I. Moulaert and P. Wilson, eds., Baltimore: Johns Hopkins University Press, forthcoming.

MICHAEL I. LUGER

(See *Urban Services and Infrastructure for Biographical Sketch*)

EMIL E. MALIZIA

Director, Basic Economic Development Course, Institute for Economic Development; Professor; B.A., Rutgers; M.R.P., Ph.D., Cornell. Dr. Malizia has taught the theories, strategies, and techniques of economic development since 1969. He has extensive policy research experience and has published widely on regional, urban, and rural development. He was a Fulbright scholar in Columbia, South America, and for over two years served as a special assistant in the Office of National Programs, U.S. Department of Labor. In recent years he has designed,

initiated, and evaluated business development and real estate development projects in the Southeast as a consultant to businesses, developers, and local governments.

Selected publications:

"Discounting Employment Benefits," *Economic Development Review*, 1986.

"The Locational Attractiveness of the Southeast to High-Technology Manufacturers," in *High Hopes for High Tech*, D. Whittington, ed. Chapel Hill: The University of North Carolina Press, 1986.

Local Economic Development: A Guide to Practice. New York: Praeger, 1985.

"A Grass Roots Development Strategy with Local Development Organizations" (coauthor), *Rural Development Perspectives*, June 1985.

WILLIAM M. ROHE

Associate Professor; B.A., State University of New York at Buffalo; M.S., M.R.P., Ph.D., Pennsylvania State. Dr. Rohe teaches courses on community development and neighborhood planning. His research interests include evaluating community development and low-income housing programs, physical and social correlates of crime and fear of crime and the influence of the physical environment on social behavior. He has been a consultant to the Research Triangle Institute, a visiting scholar at the U.S. Department of Housing and Urban Development, and a member of the Chapel Hill Planning Board.

Selected publications:

Planning with Neighborhoods. Chapel Hill: The University of North Carolina Press, 1985.

"Fear and Reactions to Crime: A Revised Model" (coauthor), *Urban Affairs Quarterly*, 22 (March 1987).

"Neighborhood Design and Crime," *Journal of the American Planning Association*, 50 (January 1984).

"Social Impact Analysis and the Planning Process in the United States," *Town Planning Review*, 53 (October 1982).

Supporting Faculty

CHARLES E. DAYE

Professor, School of Law; B.A., North Carolina Central; J.D., Columbia.

DANA R. WEIST

Instructor; B.A., Delaware; M.P.A., Ph.D., Syracuse. (See Urban Services and Infrastructure.)

SHIRLEY F. WEISS

Professor; A.B., Rutgers; M.R.P., North Carolina; Ph.D., Duke. (See Land Use and Environmental Planning.)

Land Use and Environmental Planning

Land use and environmental planning deals with the conservation and development of the physical environment. The role of planning is to balance competing demands on the land and environment brought about by expanding urban settlements and to preserve viable ecological resources. The challenge facing planners in this field is to guide private and public development processes to ensure an adequate supply of urban land and facilities, while respecting fiscal, environmental, and legal constraints.

During the last quarter century the field of land use and environmental planning has expanded rapidly. Permanent planning agencies are now widely accepted as essential in municipal, county, and state government. In addition, planning agencies have been established and are operating within the framework of metropolitan, regional, and national governmental programs. This period of increasing planning activity has also broadened the scope of land use and environmental planning. In addition to design, research, and analysis, present-day planning functions include program management and implementation activities within public agencies and private organizations as well as coordination between government and the private sector. Land use and environmental planners are increasingly called upon to lead policy analysis teams, to mediate conflicts, and to advise decision makers of policy and project impacts.

The primary goal of this specialization is to prepare planners for practice in local, regional, and state planning agencies. Much of the curriculum and material learned, however, is also relevant to national, international, and private sector planning. Students in land use and environmental planning develop an understanding and intimate knowledge of land development processes, natural systems, infrastructure provision, and governmental planning and regulation. Skills ob-



Land use and environmental planning faculty members Edward Kaiser, David Moreau, Raymond Burby, David Godschalk, and Shirley Weiss.

tained include preparation of land and environmental data bases, plans, policies, and implementation programs.

Career Opportunities

Career opportunities are found in government planning departments, environmental agencies, private consulting firms, and private-sector development organizations. Examples of first jobs taken by recent graduates suggest some of the career options in land use and environmental planning. **Jon Lockman** (MRP '87) heads the environmental planning program of the City of Winston-Salem, North Carolina. **Susan Jones** (MRP '84) is an environmental protection specialist with the U.S. Environmental Protection Agency. **Lori Dutra** (MRP '87) started her career as an attorney working on administrative land use law. **Laura Bachle** (MRP '86) is a planner with the Fairfax County, Virginia planning department. **Kathleen Leyden** (MRP '85) leads the planning program in Saco, Maine, where she is helping the town cope with growth while building a planning department from the ground up.

Background and Preparation of Students

Student backgrounds cover a wide spectrum. Most students have studied social science, natural science, or design. Some have interdisciplinary majors in urban studies or environmental studies. This area of specialization is also frequently chosen by individuals currently working in planning agencies who seek advanced training in planning to further their careers.

Course of Study

This area of specialization is aimed at students seeking the Master of Regional Planning degree, as well as those pursuing joint degrees in planning and law and planning and business administration. Ph.D. students also take courses in this area, as do students from neighboring programs in public administration, environmental sciences and engineering, forestry and environmental management, and landscape architecture.

All students who are pursuing a master's degree study the basic planning core curriculum (18 hours) and four additional courses in the area of specialization (12 hours). For the balance of the program (18 hours), students are encouraged to design a course of study consistent with their own interests and may choose from a variety of course offerings in city and regional planning and other departments of the university. Finally, students must submit a Departmental Paper at the end of their second year to complete their degree requirements.

The following courses are required for master's students in land use and environmental planning:

Planning Core Curriculum

PLAN 130* Quantitative Analysis for Planners and Public Managers (3) Fall.

PLAN 131 Quantitative Methods in Planning (3) Spring.

PLAN 204 Planning Theory (3) Fall.

PLAN 214 Urban Spatial Structure (3). Fall.

PLAN 222 Planning Workshop (3) Fall.

or

PLAN 223 Planning Workshop (3) Spring.

PLAN 233 Environmental Law (ENVR 283) (3) Fall.

or

LAW 290 Land Use Control (3) Spring.

**Exemptions may be granted based on a screening exam.*

Area of Specialization Core Curriculum

PLAN 240* Land Use and Environmental Policy (3) Fall.

or

PLAN 231* Environmental Policy Analysis (ENVR 253) (3) Fall.

PLAN 241 Land Use and Environmental Planning (3) Spring.

PLAN 234 Water Resources Planning and Policy Analysis (ENVR 284) (3) Fall.

or

PLAN 242 Project and Site Planning (3) Fall.

PLAN 244 Development and Environmental Management (3) Fall.

**Exemptions may be granted by the instructor based on prior course work.*

PLAN 245 Development Impact Assessment is strongly recommended as an elective. Further specialization in land use and environmental planning is available by electing PLAN 125 Urban Services and Infrastructure, PLAN 136/GEOG 191 Geographic Information Systems, PLAN 219 Environmental Systems Analysis, PLAN 235/GEOG 277 Advanced Remote Sensing, and PLAN 254 Development Dispute Resolution. Other electives can be taken from a wide range of courses in other areas of specialization within planning. Nearly all planning courses listed in this catalog can serve as electives for students in the land use and environmental planning area of specialization. Students in this area of specialization will also find a number of relevant courses that may serve as electives in the course offerings of the Department of Environmental Sciences and Engineering and the Department of Political Science.

Faculty—Their Teaching Responsibilities and Research Interests

DAVID R. GODSCHALK

Director, Land Use and Environmental Planning Area of Specialization; Professor and former chairman; B.A., Dartmouth; B.Arch., Florida; M.R.P., Ph.D., The University of North Carolina at Chapel Hill. Dr. Godschalk teaches courses on dispute resolution, site and project planning, land use and environmental planning, and professional communications. For over twenty-five years he has worked as a planning teacher, researcher, consultant and city planning director. He has served as editor of the *Journal of the American Institute of Planners*, vice president of the American Society of Planning Officials and member of the Board of Directors of the American Planning Association. A registered architect as well as planner, he has been an expert witness in major legal cases challenging comprehensive plans. His research interests include development management, hazard mitigation, planning information systems, and coastal planning. He is an elected member of the Chapel Hill Town Council.

Selected publications:

Catastrophic Coastal Storms: Development Management and Hazard Mitigation (with others). Durham: Duke University Press, 1988.

Land Supply Monitoring: A Guide for Improving Public and Private Urban Development Decisions (with others). Cambridge: OGH, 1986.

"Urban Development," in *The Practice of State and Regional Planning*, F. So and I. Stollman, eds. Chicago: Planners Press, 1986.

"Rebuilding After Hurricane Frederick," in *Crisis Management: A Casebook*. New York: Charles C. Thomas, 1987.

"Tracking Land Supply for Growth Management," *Journal of the American Planning Association*, 53 (Summer 1987).

RAYMOND J. BURBY

Professor; A.B., George Washington; M.R.P., Ph.D., The University of North Carolina at Chapel Hill. Dr. Burby teaches courses in land use and environmental planning, analysis and policy. His research interests include policy evaluation, land use management methods for coping with natural and chemical hazards,



Professor David R. Godschalk, director of the land use and environmental planning area of specialization, being sworn in as a member of the Chapel Hill Town Council.

protection of sensitive environments, and the effects of the physical environment on personal well-being and the quality of life. He has served as coeditor of the *Journal of the American Planning Association* (1984–1988), president of the North Carolina Planning Association, North Carolina Land Use Congress, and North Carolina Water Resources Association, and is currently on the board of directors of the Urban Affairs Association and the editorial boards of the *Journal of Planning Literature* and *Journal of Urban Affairs*.

Selected publications:

Cities Under Water: A Comparative Evaluation of Ten Cities' Efforts to Cope with Urban Flooding Through Land Use Management (with others). Boulder: University of Colorado, 1988.

“Coordination of Water and Sewer Extension Policy with Land Use Planning” (with others), *Journal of Urban Affairs*, 12 (Spring 1988).

Floodplain Land Use Management: A National Assessment (with others). Boulder, CO: Westview Press, 1985.

Electric Utility Load Management: Marketing Strategies and Tactics (with others). Totowa, NJ: Littlefield, Adams and Company, 1985.

Drinking Water Supplies: Protection Through Watershed Management (with others). Ann Arbor: Ann Arbor Science Publishers, 1983. Reprinted by the North Carolina Water Resources Research Institute, 1987.

EDWARD J. KAISER

Professor; B.Arch., Illinois Institute of Technology; Ph.D., The University of North Carolina at Chapel Hill. Coauthor of *Urban Land Use Planning*, the leading text in comprehensive land use planning, Dr. Kaiser teaches courses in statistics and information analysis, land use and environmental planning, and development and environmental management. His research interests include urban development processes, innovative land use controls and planning methods, and floodplain and watershed management. He served as coeditor of the *Journal of the American Planning Association* (1984–1988) and as an officer of the Association of Collegiate Schools of Planning and North Carolina Chapter of the American Planning Association.

Selected publications:

“Local Governments’ Use of Water and Sewer Impact Fees and Related Policies: The State of Practice in the Southeastern United States” (with others), in *Impact Fees*, A. Nelson, ed., Chicago: Planners Press, 1988.

“Exactions in Managing Growth: A Land Use Planner’s Perspective” (coauthor), *New York Affairs*, 10 (Winter 1988). Reprinted in *Private Supply of Public Services*, R. Alterman, ed., New York: New York University Press, 1988.

“Roles of the States in Urban Stormwater Management” (coauthor), *Water Resources Bulletin*, 53 (June 1987).

Floodplain Land Use Management: A National Assessment (with others). Boulder, CO: Westview Press, 1985.

Urban Land Use Planning (coauthor). Urbana: University of Illinois Press, 1979.

DAVID H. MOREAU

Professor and Director, The University of North Carolina Water Resources Research Institute. B.S., Mississippi State; M.S., North Carolina State; M.S., Ph.D., Harvard. Dr. Moreau has research interests in the analysis, planning, and finance of urban water resource systems. His numerous publications include work in systems analysis, planning and finance of urban water resource systems, and land use aspects of water resources. He has chaired a local water and sewer authority, worked for the U.S. Environmental Protection Agency, held administrative positions within The University of North Carolina at Chapel Hill, and served on local, state, and federal advisory committees.

Selected publications:

“Financing Burdens and Economic Costs in Expanding Urban Water Systems” (coauthor), *Water Resources Research*, 1987.

“Non-Federal Institutional Arrangements and Practices for Project Planning and Financing” (coauthor). Prepared for the Institute of Water Resources, U.S. Army Corps of Engineers. Washington: U.S. Army Corps of Engineers, February 1987.

"Issues in Intergenerational Equity," in *Financing the Public Costs of Growth: Using Development Fees to Finance Infrastructure* by T. P. Snyder and M. A. Stegman. Washington: The Urban Land Institute, 1986.

"Financial Planning Model and Its Applications" (coauthor), *Journal of Water Resources Planning and Management*, 112, (October 1986).

SHIRLEY F. WEISS

Professor; B.A., Rutgers; M.R.P., The University of North Carolina at Chapel Hill; Ph.D., Duke. Dr. Weiss's teaching and research interests focus the role of entrepreneurial decision making in shaping the urban environment, central city revitalization, and new town development. She is a member of the American Institute of Certified Planners, a Research Fellow of the Urban Land Institute, and has held leadership positions at the local, state, and national levels in the American Association of University Professors. She is Faculty Marshal at The University of North Carolina at Chapel Hill.

Selected publications:

New Communities USA (with others). Lexington, MA: D.C. Heath, Lexington Books, 1976.

New Town Development in the United States: Experiment in Private Entrepreneurship. Chapel Hill: The University of North Carolina, 1973.

"Land Use Studies," in *Principles and Practice of Urban Planning*. Chicago: International City Managers Association, 1968.

Urban Growth Dynamics in a Regional Cluster of Cities (coeditor and coauthor). New York: John Wiley and Sons. Reprinted by Robert E. Krieger, 1957.

The Central Business District in Transition: Methodological Approaches to CBD Analysis and Forecasting Future Space Requirements. Chapel Hill: The University of North Carolina, 1957.

Supporting Faculty

RICHARD N. L. ANDREWS

Professor, Department of Environmental Sciences and Engineering and Director, Institute for Environmental Studies. B.A., Yale; M.R.P., Ph.D., The University of North Carolina at Chapel Hill.

DAVID J. BROWER

Research Professor and Associate Director, Center for Urban and Regional Studies. B.A., J.D., Michigan.

WILLIAM A. CAMPBELL

Professor and Associate Director, Institute of Government. A.B., Southwestern at Memphis; LL.B., Vanderbilt.

MILTON S. HEATH

Professor and Associate Director, Institute of Government. A.B., Harvard; LL.B., Columbia.

JONATHAN B. HOWES

Research Professor and Director, Center for Urban and Regional Studies. A.B., Wittenberg; M.R.P., The University of North Carolina at Chapel Hill; M.P.A., Harvard.

NANETTE V. MENGEL

Lecturer. B.A., Vassar; Ed.M., Harvard; Ph.D., California.

ALAN RIMER

Lecturer. B.S., Duke; M.S., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill and Duke.

WILLIAM M. ROHE

Associate Professor; B.A., State University of New York at Buffalo; M.S., M.R.P., Ph.D., Pennsylvania State. (See Economic and Community Development)

JUDITH WEGNER

Associate Professor of Law. B.A., Wisconsin; J.D., UCLA.

DANA R. WEIST

Instructor; B.A., Delaware; M.P.A., Ph.D., Syracuse. (See Urban Services and Infrastructure.)



The F. Stuart Chapin, Jr. Planning Library.

Planning in Developing Areas

The economic and human problems faced today by people in developing countries pose one of the central global challenges of the twentieth century. In spite of several decades of experience, the results of international assistance are mixed and subject to different ideological interpretations. Policy makers and students of development draw quite different conclusions from both the many failures and the few successes of development projects.

The Department of City and Regional Planning faculty believe that highly trained planners and policy analysts are required to tackle the interdependent problems associated with the rapid growth of Third World cities, rural to urban migration, environmental degradation, inadequate water supply and sanitation, poor public health conditions, limited financial resources and economic stagnation, population growth, and external dependency.

The two-year master's program is designed for individuals from developing countries and the United States. The program has two objectives. The first is to develop analytical and technical planning skills necessary for professional work in the field of international development. The second is to engage students in discussion and reflection on the complex spatial, economic, financial, and political problems facing developing countries and the theoretical perspectives that have developed to understand their causes. The problem and policy areas that receive special emphasis in the program are (1) population and migration; (2) environmental and resource management; (3) urban infrastructure, services, and financial management; (4) housing; and (5) microcomputer applications in public sector management.



Planning in developing areas faculty members Dale Whittington and Linda Lacey.

Career Opportunities

Students specializing in planning in less developed countries prepare for careers that meet the needs of donor agencies, governments in developing countries, and private consulting firms working on development issues. A number of graduates of this area of specialization also go on to complete doctoral work as preparation for advanced policy positions with governmental agencies, as well as teaching and research. The following profiles of four recent graduates suggest the range of possible career options. **Ahmad Yeopmatdali** (MRP '84) joined the Penang Regional Development Authority in Malaysia and works on land management issues. **Charles Pill** (MRP '86), works on public infrastructure and housing issues for PADCO; **Charles Feibel** (Ph.D. '86) joined Louis Berger International and works on transportation problems in Uganda; **Aditiawan Chandra** (Ph.D. '85) works on development planning for the Government of Indonesia.

Background and Preparation of Students

The backgrounds of students in the planning in developing areas area of specialization cover a wide spectrum. Most students have studied social science, natural science, engineering, or design. This area of specialization is also frequently chosen by individuals currently working in planning agencies who seek advanced training in planning to further their careers.

Course of Study

The Master of Regional Planning degree with a specialization in Planning in Developing Areas is granted after 48 hours of course work. The curriculum has three parts. Students must complete a series of required core courses in planning (15 hours) and the area of specialization (15 hours), and electives determined by

the individual student (18 hours). Finally, students must submit a Departmental Paper at the end of their second year to complete their degree requirements.

The following courses are required for master's students specializing in planning in developing areas:

Planning Core Curriculum

PLAN 130* Quantitative Analysis for Planners and Public Managers (3) Fall.

PLAN 131 Quantitative Methods in Planning (3) Spring.

PLAN 204 Planning Theory (3) Fall.

PLAN 222 Planning Workshop (3) Fall.

or

PLAN 223 Planning Workshop (3) Spring.

PLAN 233 Environmental Law (3) Fall.

or

LAW 254 Labor Law (3) Fall.

or

LAW 255 Housing and Community Development Law (3) Fall.

or

LAW 290 Land Use Controls (3) Spring.

**Exemptions may be granted based on a screening exam.*

Area of Specialization Core Curriculum

PLAN 124 Urbanization and Planning in the Third World (3) Fall.

PLAN 232 Public Investment Theory and Techniques (ENVR 282) (3) Spring.

Three Courses from the following list of seven courses:

PLAN 228 Urban Government Finance in Developing Countries (3) Spring.

PLAN 263 Development Planning Techniques (3) Spring.

PLAN 264 Regional Development Theory (3) Fall.

PLAN 272 Environmental and Resource Management in Developing Countries (3) Fall.

PLAN 274 Microcomputer Applications in Development Planning (3) Fall.

PLAN 275 Population and Housing Policies in the Third World (3) Spring.

PLAN 277 National Development Planning and Macroeconomic Policy Analysis in Developing Countries (3) Spring.

The 18 hours of electives may be taken from courses listed above to further strengthen the area of specialization, from other courses offered in the depart-

ment or as a combination of courses from within the department and elsewhere in the university. Some students prefer to pursue a second concentration within the Department of City and Regional Planning. Others arrange a more individually structured program by taking electives both within the department and elsewhere (a student may take up to 15 hours of course work outside the department). The Carolina Population Center, the Public Administration Program, and the School of Public Health, to name only a few examples, offer a wide range of courses relevant to students interested in developing countries. In these ways, students can combine their interest in development with a focus on planning problems and techniques in specific sectors or policy areas. Students from developing countries have the opportunity for in-depth study of American planning approaches; American students can develop skills for work abroad.

Faculty—Their Teaching Responsibilities and Research Interests

DALE WHITTINGTON

Director, Planning in Developing Areas Area of Specialization. Associate Professor; A.B., Brown; M.P.A., Texas; L.Sc. London School of Economics and Political Science; Ph.D., Texas. Dr. Whittington teaches public investment theory and techniques, environmental resource management in developing countries, and national development planning and macroeconomic policy analysis in developing countries. He has worked on water resources policy and planning issues for the National Commission on Water Quality, Ford Foundation, Egyptian Academy of Scientific Research and Technology, International Institute for Applied Systems Analysis, and World Bank. In 1983 he was a senior Fulbright Scholar at the Institute of Environmental Studies, University of Khartoum. He has recently served as a Technical Adviser to the Ministry of Finance and Economic Planning, Government of Sudan, on the use of microcomputers for development planning, budgeting, and management. His current research interests include methodologies for the evaluation of rural water supply projects in developing countries.

Selected publications:

Water Management Models in Practice: A Case Study of the Aswan High Dam (coauthor). Amsterdam: Elsevier Scientific Publishing Co., 1983.

High Hopes for High Tech: Microelectronics Policy in North Carolina, ed. Chapel Hill: The University of North Carolina Press, 1986.

"Implications of Ethiopian Water Development for Egypt and Sudan" (co-author), *International Journal of Water Resources and Development*, 1985.

"Economic Analysis of Regulatory Decisions: The Implications of Executive Order 12291" (coauthor), *Science, Technology, and Human Values*, Winter 1984.

"Water Capacity Expansion: Some Local Planning and Design Considerations" (with others), *Journal of the American Planning Association*, 50 (Summer 1984).



Professor Linda Lacey addresses prospective students at the department's annual Careers Day Weekend.

LINDA LACEY

Associate Professor; B.A. California; M.R.P., Ph.D., Cornell. Dr. Lacey teaches urbanization and planning in the Third World, microcomputer applications in developing countries, and population and housing policies in the Third World. Since 1974 she has played leading roles in four development projects funded by the United States Agency for International Development in the areas of urbanization, rural development, and population planning. She has worked on projects for the governments of Tanzania, Sierra Leone, Nigeria, and Liberia. Her current work includes population and housing issues in Liberia, and she is also assisting the governments of Liberia and Nigeria in developing and integrating population policies into health and national development plans.

Selected publications:

"Self-Help and Shelter Related Programs in Liberia," *Journal of the American Planning Association*, 53 (Spring 1987).

"Women in the Development Process: Occupational Mobility of Female Migrants in Cities in Nigeria," *Journal of Comparative Family Studies*, (January 1986).

"Squatter Settlements in Monrovia, Liberia: The Evolution of Housing Strategies," in *Slum and Squatter Settlements in Africa: Towards a Planning Strategy*, R. A. Obundho and C. C. Mhlanga, eds., New York: Praeger Press, 1985.

"Inter-Urban Movements and Repeat Migration in Nigeria: Implications for Planners," *African Urban Studies* (1982).

JAMES McCULLOUGH

Adjunct Professor and Director, Office of International Programs, Research Triangle Institute. B.A., Yale; M.R.P., Ph.D., The University of North Carolina at Chapel Hill. Dr. McCullough is noted for his work in municipal finance in developing countries, particularly in the development of financial analysis techniques and design of training and technical assistance institutions. He has worked in over a dozen countries and serves frequently as a consultant to the World Bank, United States Agency for International Development, and the United Nations Development Program.

DENNIS RONDINELLI

Adjunct Professor and Senior Policy Analyst, Office of International Programs, Research Triangle Institute. Dr. Rondinelli teaches regional development theory and methods. He is an internationally recognized scholar of urban policy, regional development, and development administration in developing countries. Until 1986 he was professor at the Maxwell School, Syracuse University, and he has taught and written extensively in the field of international planning. He has served as an adviser to the United States Agency for International Development, the Asian Development Bank, the World Bank, and various United Nations organizations, and to governments in Africa, Latin America, and Asia.

Selected publications:

Urban Services in Developing Countries: Public and Private Roles in Urban Development (coauthor). New York: St. Martin's Press, 1986.

"Equity, Growth and Development: Regional Analysis in Developing Countries," *Journal of the American Planning Association*, 51 (Summer 1985).

Applied Methods of Regional Analysis: The Spatial Dimensions of Development Policy. Boulder, CO: Westview Press, 1985.

Decentralization and Development: Policy Implementation in Developing Countries (coauthor). Beverly Hills, CA: Sage Publications, 1983.

Supporting Faculty**HARVEY GOLDSTEIN**

Associate Professor; B.S., Columbia; M.A., M.C.P., Ph.D., Pennsylvania. (See Economic and Community Development.)

EMIL MALIZIA

Professor. B.A., Rutgers; M.R.P., Ph.D., Cornell. (See Economic and Community Development; Real Estate and Housing.)

DANA WEIST

Instructor. B.A., Delaware; M.P.A., Ph.D., Syracuse. (See Urban Services and Infrastructure.)

Real Estate Development and Housing

With support of a curriculum development grant from the Urban Land Institute (ULI), the Department of City and Regional Planning and the Graduate School of Business Administration have created a program in real estate development and housing. The goals of this area of specialization are:

- To develop excellence in the study and analysis of development and to graduate students who will improve the state of planning, housing, and real estate development practice.
- To train urban planners in real estate development, economics, and finance how to assess the relative costs and benefits of various types of development regulations and how to improve the regulatory process and improve development practices.
- To broaden the real estate training experiences of students to include the public/private financing of affordable housing, codevelopment and other projects which meet public development goals.
- To introduce students to the public values associated with regulation of physical development and the bases for land use planning and controls.
- To establish strong links between this area of specialization in planning and members of the development community and the region.

Career Opportunities

Career opportunities are found in private-sector development organizations, nonprofit housing and development organizations, government planning departments, and private consulting firms. Examples of jobs held by recent graduates



Professor Michael A. Stegman, chair of the department and director of the Real Estate Development and Housing area of specialization.

include the following. Russell Berusch (MRP '87) is executive director of the Edgewater Development Corporation in Chicago. John Ditullio (MRP '87) joined the planning department of the City of Nashua, New Hampshire. David Holden (MRP '87) is with Arthur Young and Company in San Francisco; Meg Parker Holden (MRP '87) is a financial analyst with Bramlea Pacific in Oakland, California.

Course of Study

All students who are pursuing a master's degree study the basic planning core curriculum (18 hours), PLAN 210 Economic Analysis for Public Policy Planning (3 credits) if lacking intermediate microeconomics upon admission, and five additional courses in the area of specialization (15 hours). For the balance of the program (12 or 15 hours), students are encouraged to design a course of study consistent with their own interests and may choose from a variety of course offerings in city and regional planning and other departments of the university. Finally, students must submit a Departmental Paper at the end of their second year to complete their degree requirements.

The following courses are required for master's students in Real Estate Development and Housing:

Planning Core Curriculum

PLAN 130* Quantitative Analysis for Planners and Public Managers (3) Fall.

**Exemptions may be granted based on a screening exam.*

- PLAN 131 Quantitative Methods in Planning (3) Spring.
 PLAN 204 Planning Theory (3) Fall.
 PLAN 214 Urban Spatial Structure (3) Fall.
 PLAN 223A Real Estate Market and Feasibility (BUSI 217) (3) Spring.
 LAW 255 Housing and Community Development Law (3) Fall.
 or
 LAW 290 Land Use Controls (3) Spring.

Area of Specialization Core Curriculum

- PLAN 251 Real Estate Investment and Affordable Housing (3) Spring.
 PLAN 252 Housing and Public Policy (3) Fall.
 PLAN 254 Development Dispute Resolution (3) Fall.
 PLAN 255 The Development Process (BUSI 218) (3) Spring.
 BUSI 216 Real Property Decisions (3) Fall.

Faculty—Their Teaching Responsibilities and Research Interests

MICHAEL S. STEGMAN

Director, Real Estate Development and Housing Area of Specialization; Chairman, Department of City and Regional Planning, and Professor; B.A., Brooklyn College; M.C.P., Ph.D., Pennsylvania. Dr. Stegman has been teaching in the area of housing and real estate investment analysis for more than 20 years. He has written extensively on the subject of affordable housing, has chaired local public housing and redevelopment authorities, served on legislative housing study commissions, and has been a consultant to state and local governments on a wide range of low-income housing issues. From 1979 to 1981 he served as Deputy Assistant Secretary for Research in the U.S. Department of Housing and Urban Development.

Selected publications:

Nonfederal Housing Programs: How States and Localities Are Responding to Federal Cuts in Low Income Housing Programs (coauthor). Washington: The Urban Land Institute, 1987.

"Public/Private Partnerships to Promote Low Income Housing" (coauthor), *Urban Land*, 46 (July 1987).

Paying for Growth: Using Development Fees to Finance Infrastructure (coauthor). Washington: The Urban Land Institute, 1986.

Housing Finance and Public Policy: Case Studies and Readings. New York: Van Nostrand Reinhold Company, 1986.

Housing in New York: The Study of a City, 1984. New Brunswick, NJ: Center for Urban Policy Research, Rutgers University, 1985.

EMIL E. MALIZIA

(See *Economic and Community Development for Biographical Sketch*)

MIKE E. MILES

Foundation Professor of Urban Development, School of Business Administration; B.S., Washington and Lee; MBA, Stanford; Ph.D., Texas. Author of *Modern Real Estate*, a leading textbook, he has written over fifty journal articles, monographs, and cases on various real estate topics. Working with the National Council of Real Estate Investment Fiduciaries, he is examining various portfolio strategies and the implications of using appraised values in investment analysis.

Selected publications:

Modern Real Estate (coauthor). New York: John Wiley and Sons, 1987.

"Perspectives on Real Estate Markets," *Journal of Property Management*, (January/February 1987).

"Modeling the Corporate Real Estate Decision" (with others), *Salomon Brothers Bond Market Research*, 1987.

An Introduction to Pension Fund Investment in Real Estate (with others). Prepared for Merrill Lynch Commercial Real Estate, 1984.

"Institutional Real Estate Investment," editor. Special issue of *AREUEA Journal*, 1984.

Supporting Faculty

CHARLES E. DAYE

Professor of Law. A.B., North Carolina Central; J.D., Columbia.

DAVID R. GODSCHALK

Professor; A.B., Dartmouth; B.Arch., Florida; M.R.P., Ph.D., The University of North Carolina at Chapel Hill. (See *Land Use and Environmental Planning*).

THOMAS HEFFNER

Adjunct Professor of Real Estate and President, North Carolina Real Estate Education Foundation.

MICHAEL I. LUGER

Associate Professor; A.B., M.P.A., Princeton; M.C.P., Ph.D., UC-Berkeley. (See *Urban Services and Infrastructure*.)

JUDITH WEGNER

Associate Professor of Law. B.A., Wisconsin; J.D., UCLA.

Urban Services and Infrastructure

Urban Services and Infrastructure focuses on the interplay between economics, engineering, and planning in providing public infrastructure and managing urban services. It develops the rationale for local government intervention and the public provision of goods and services and considers the proper scope and application of regulatory policies. Methods include economic analysis for service pricing and capital financing, impact analysis of facilities, and project evaluation techniques. Problem-solving workshops serve municipal or public-authority clients and focus on the development of infrastructure inventories, service pricing and financing structures, and urban service plans. Topics emphasized are the management of urban transportation and urban water services and the provision of transportation, water resources, and waste and storm water facilities. The specialization also considers air quality, toxic and nontoxic solid waste disposal, highways, parking, and telecommunications.

The goal of this program is to prepare men and women for careers as planners and analysts who have a general understanding of the provision and management of public infrastructure, coupled with substantive knowledge in an area of application such as transportation, water resources, capital financing, public works, and public utilities planning or the provision of urban services. Special programs may be designed to meet student interests in the provision of other urban services or capital facilities.

Career Opportunities

Employment opportunities are present at local, state, and federal levels of government, including transportation or water resource agencies, public works departments, budget/finance departments, and publicly owned utilities. Plan-



Urban services and infrastructure faculty members Michael Luger and David Moreau.

ning and development employment opportunities are also present in consulting firms and the private sector. The following examples of jobs held by graduates suggest some of the career options available to men and women with training in urban services and infrastructure. **Phillip Matson** started his career as a transportation planner for the N.C. Department of Transportation; **Lynne Hollyer** is a resource analyst for Pacific Gas & Electric Co. in San Francisco; **Mary Hough** is director of marketing and planning for Tri-County Transit in Orlando, Florida; **Catherine Morris** is assistant director of the electric power division for the Boston Public Works Department. **Dean Moss** is general manager of the Beaufort-Jasper County Water Authority in South Carolina; **Pat Stevens** is director of environmental planning for the Atlanta Regional Commission; and **Laurie Zeitlin** works as a senior planner for a transportation consulting firm in Washington, D.C.

Background and Preparation of Students

Students enter this area of specialization with a wide variety of undergraduate training. Recent students have held undergraduate degrees in economics, engineering, environmental studies, political science, and urban studies, and other natural and social sciences are appropriate for this specialization.

Course of Study

All students who are pursuing a master's degree study the basic planning core curriculum (18 hours), PLAN 210 Economic Analysis for Public Policy Planning (3 credits) if lacking intermediate microeconomics upon admission, and four additional courses in the area of specialization (12 hours). For the balance of the program (15 or 18 hours), students are encouraged to design a course of study consistent with their own interests and may choose from a variety of course offerings in

city and regional planning and other departments of the university. Finally, students must submit a Departmental Paper at the end of their second year to complete their degree requirements.

The following courses are required for master's students in Urban Services and Infrastructure:

Planning Core Curriculum

PLAN 130* Quantitative Analysis for Planners and Public Managers (3) Fall.

PLAN 131 Quantitative Methods in Planning (3) Spring.

PLAN 204 Planning Theory (3) Fall.

PLAN 214 Urban Spatial Structure (3) Fall.

PLAN 222 Planning Workshop (3) Fall.

or

PLAN 223 Planning Workshop (3) Spring.

LAW 257 Local Government Law (3) Fall.

**Exemptions may be granted based on a screening exam.*

Area of Specialization Core Curriculum: Transportation

PLAN 125 Urban Services and Infrastructure (3) Spring.

PLAN 126 Urban Transportation Planning (3) Fall.

PLAN 127 Public Transportation (3) Spring.

PLAN 225 Public Economics for Planning and Policy (3) Spring.

Area of Specialization Core Curriculum: Water Resources

PLAN 125 Urban Services and Infrastructure (3) Spring.

PLAN 234 Water Resources Planning and Policy Analysis (ENVR 284) (3) Fall.

ENVR 171 Water Quality Evaluation and Control (3)

or

ENVR 183 Special Topics in Water Resources

PLAN 225 Public Economics for Planning and Policy (3) Spring.

Area of Specialization Core Curriculum: Capital Financing

PLAN 125 Urban Services and Infrastructure (3) Spring.

PLAN 226 State and Local Public Finance (3) Fall.

POLI 214 Public Budgeting and Management (3) Fall.

PLAN 225 Public Economics for Planning and Policy (3) Spring.

Because the specialization in Urban Services and Infrastructure complements much of the material presented in other specializations, courses in economic and community development, land use and environmental planning, and real estate development and housing are appropriate electives. In addition, potential electives are offered in other campus departments such as Economics, Environmental Sciences and Engineering, and Political Science. Students may also take electives from various departments at North Carolina State and Duke universities.

Faculty—Their Teaching Responsibilities and Research Interests

DAVID H. MOREAU

Director, Urban Services and Infrastructure Area of Specialization; Professor and Director, The University of North Carolina Water Resources Research Institute. B.S., Mississippi State; M.S., North Carolina State; M.S., Ph.D., Harvard. Dr. Moreau has research interests in the analysis, planning, and finance of urban water resources systems. His numerous publications include work in systems analysis, planning and finance of urban water resource systems, and land use aspects of water resources. He has chaired a local water and sewer authority, worked for the U.S. Environmental Protection Agency, held administrative positions within The University of North Carolina at Chapel Hill, and served on local, state, and federal advisory committees.

Selected publications:

“Financing Burdens and Economic Costs in Expanding Urban Water Systems” (coauthor), *Water Resources Research*, 1987.

“Non-Federal Institutional Arrangements and Practices for Project Planning and Financing” (coauthor). Prepared for the Institute of Water Resources, U.S. Army Corps of Engineers. Washington: U.S. Army Corps of Engineers, February 1987.

“Issues in Intergenerational Equity,” in *Financing the Public Costs of Growth: Using Development Fees to Finance Infrastructure* by T. P. Snyder and M. A. Stegman. Washington: The Urban Land Institute, 1986.

“Financial Planning Model and Its Applications” (coauthor), *Journal of Water Resources Planning and Management*, 112, (October 1986).

MICHAEL I. LUGER

Associate Professor; Director, Public Policy Analysis Program, and Coordinator, MPA Program in Public Policy. A.B., M.P.A., Princeton; M.C.P., Ph.D., UC-Berkeley. Dr. Luger is an urban and regional economist and planner with interests in economic development, infrastructure, housing, and public finance. He has served on transportation task forces for the City of Durham and the Triangle region and as a consultant to the Urban Institute, UMTA, and The World Bank on transportation and infrastructure issues.

Selected publications:

"State Subsidies for Industrial Development: Program Mix and Policy Effectiveness," in *Perspectives on Local Public Finance and Public Policy*, Vol. 3, J. M. Quigley, ed., Greenwich, CT: JAI Press, 1987.

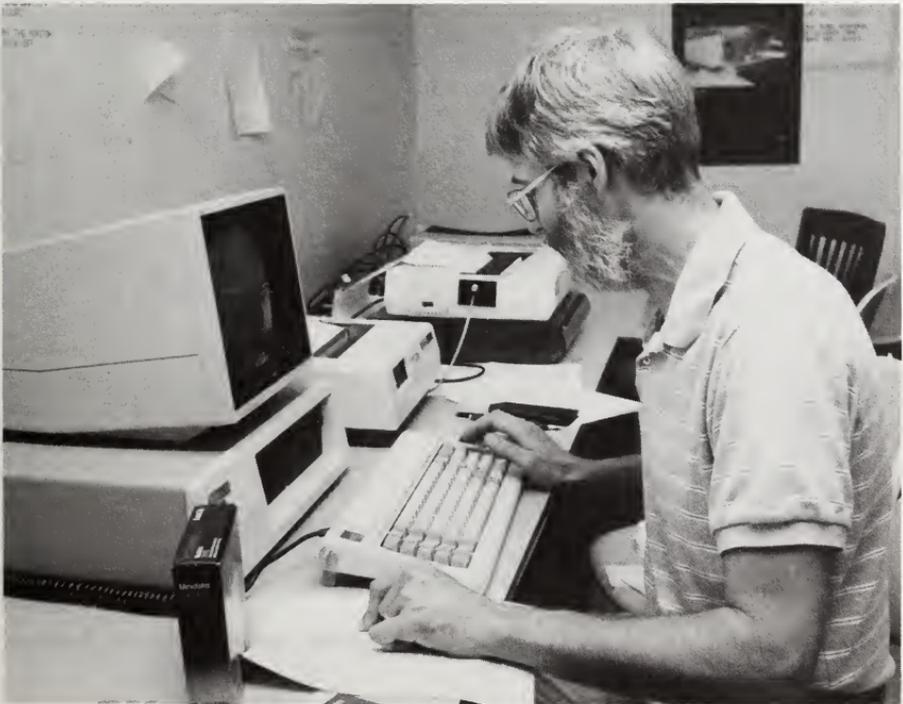
"Federal Tax Reform and the Interjurisdictional Mobility Impulse," *Journal of Urban Economics*, (1987).

"Depreciation Profiles and Depreciation Policy in a Spatial Context," *Journal of Regional Science*, (1986).

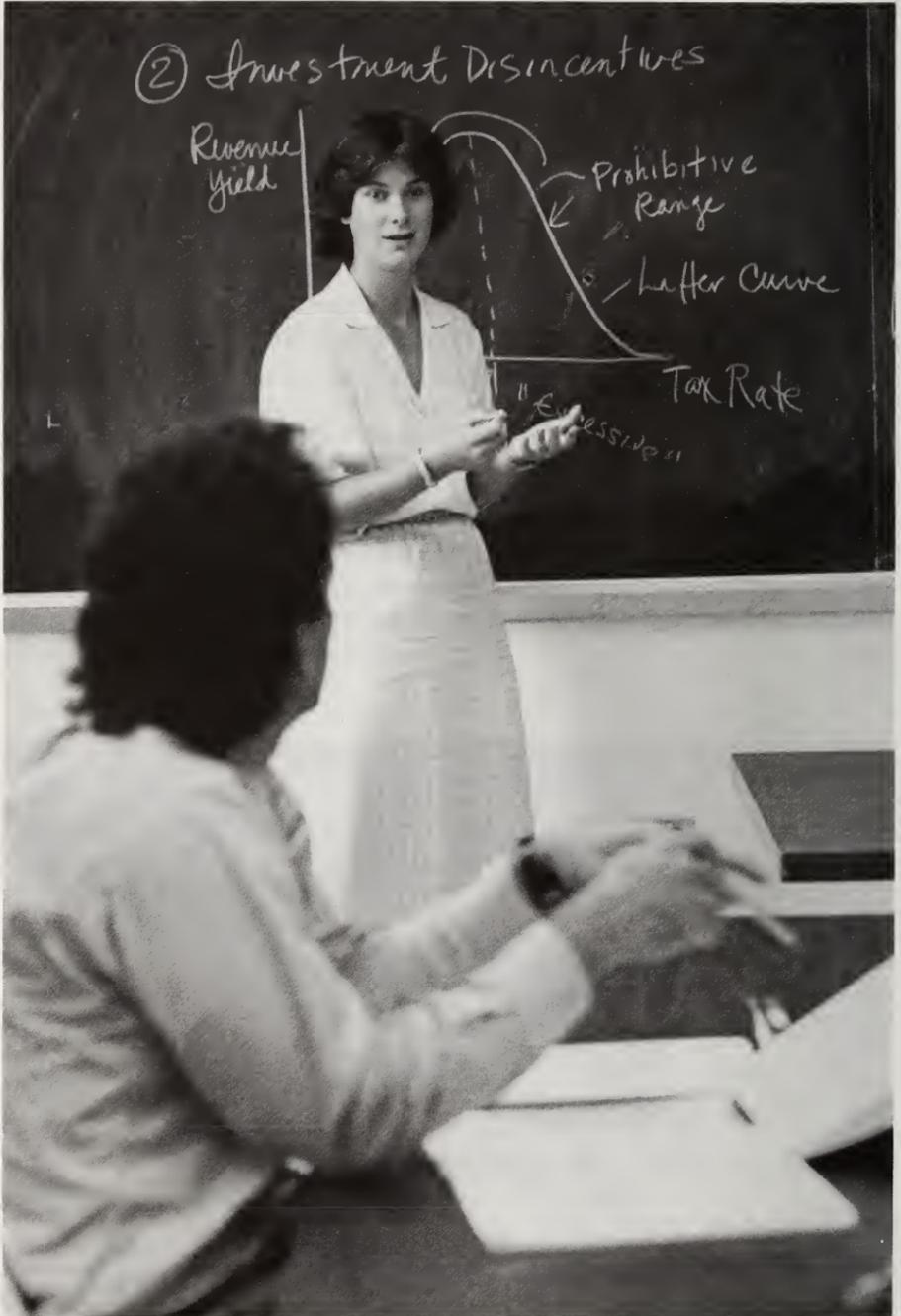
"Federal Labor Protections and the Privatization of Public Transit (coauthor)," *Journal of Policy Analysis and Management*, (1988).

DANA R. WEIST

Instructor; B.A., Delaware; M.P.A., Ph.D. (pending), Syracuse. Dana R. Weist has teaching and research interests in state and local government finance, infrastructure provision and finance, microeconomic theory and international planning. Her current research focuses on the determinants of U.S. state and local government tax structures and the use of risk management strategies as a means to deal with losses to infrastructure from natural disasters. She has served as a consultant to Standard & Poor's Corporation and the Hawaii Tax Review Commission.



Doctoral student Charles Heying.



Dana Weist, an instructor in the department, teaches courses in public finance.

Joint Degrees and Other Professional Programs

Combined Program in Law and Planning

Under a combined program sponsored by the School of Law and the Department of City and Regional Planning, students may pursue the J.D. and Master of Regional Planning degrees together. Taken jointly, the two degrees may be obtained in four years rather than the five years ordinarily required. The combined program seeks to develop professionals capable of dealing with both the legal and planning aspects of urban and regional policy problems. Coursework is designed to prepare students for a variety of professional roles in which a knowledge of planning methodology and process, coupled with the analytical skills and professional expertise of the lawyer, are essential. These include administrators and staff of public agencies and consulting firms in the fields of planning, housing, development, and environmental protection, and members of private law firms and public legal staffs.

To enter this program, students must apply separately to both the School of Law and the Department of City and Regional Planning and must be accepted independently by both. Students entering the program spend their entire first year in either the Planning Department or the Law School, and the student must make this choice at the time of admission. The second year is normally spent full-time in the program not selected in the first year. After the first two years the student has an additional 43 semester credits to complete in the Law School and 12 semester credits to complete in Planning.

A catalog and application for admission to the Law School may be obtained from:

Admissions Office
School of Law
The University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27599

Further information may be obtained from the program advisers:

- Professor David R. Godschalk, Department of City and Regional Planning
- Professor Judith Wegner, School of Law

Combined Program in Business Administration and Planning

Urban development is increasingly a joint public-private enterprise in which planning (deciding what to do), and management (deciding how to do it), are interrelated activities. Private actors must understand the public considerations that underlie the regulatory environment in which they operate to achieve their goals. Similarly, public actors must understand the market economy and the ways in which government regulations affect production, prices, and distribution processes to achieve public (development and other) goals. Increasingly, applicants to both the planning and business administration programs want to pursue career paths in urban development and related fields that combine planning and management and the flexibility to move between jobs in the public and private sectors. The joint degree program requires a total of 85 credit hours, of which 27 hours are credited jointly toward the M.R.P. degree, which requires 48 credit hours, and the M.B.A. degree, which requires 64 credit hours.

To enter this program, students must apply separately to both the Department of City and Regional Planning and the Graduate School of Business Administration and must be accepted independently by both. Students entering the program spend their entire first year in either the Planning Department or the School of Business, and the student must make this choice at the time of admission. The second year is spent full-time in the program not selected in the first year. After the first two years, students take courses in both business and planning. Sufficient electives can be taken in planning and business so that a curriculum can be tailored to students career objectives.

A catalog and application for admission to the Graduate School of Business Administration may be obtained from:

Director of M.B.A. Admissions
The Graduate School of Business Administration
Campus Box 3490, Carroll Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3490

Admission to the Graduate School of Business Administration is based on demonstrated potential for responsible leadership, the quality of the student's academic transcripts, and the applicant's score on the Graduate Management Admission Test (GMAT) administered by the Educational Testing Service of Princeton, NJ.

Further information about the joint degree program in business and planning may be obtained from the program advisers:

- Professor Michael A. Stegman, Department of City and Regional Planning
- Professor Mike Miles, School of Business Administration.



Family and friends at graduation reception.

The Graduate Public Policy Analysis Program

With the matriculation of its first class of public policy students in the fall of 1988, The University of North Carolina at Chapel Hill joins a growing list of leading universities with master's programs in public policy analysis. The graduates of these programs are employed in international, national, regional, state, and local government agencies as aides and analysts; in policy research organizations; in not-for-profit associations; and in private sector jobs that require analytical skills and knowledge of public affairs and the policy process.

The graduate public policy analysis program is a two-year course of study with a supervised summer internship. Students take core courses in public sector economics and macro policy, politics, public management and leadership, budgeting, values and ethics, and quantitative methods and decision analysis, and elective courses in a substantive area of policy, such as human services, economic development, international affairs, housing and urban development, education, or family and social policy. The core courses are taken within the departments of City and Regional Planning and Political Science. Electives needed to fulfill the policy-area requirement can be taken anywhere within the university or at nearby universities. During the last semester of study, students participate in a small policy workshop that addresses a policy problem for an actual client.

Students in the Department of City and Regional Planning can take electives in public policy analysis, or they can obtain the M.P.A. degree and M.R.P. degree in three years of study.

Further information about the Graduate Public Policy Program may be obtained from: Professor Michael Luger, Coordinator, M.P.A. Program in Public Policy, Department of City and Regional Planning, Campus Box 3140, New East Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3140.



Doctoral student James M. Holway's research is evaluating the effectiveness of local floodplain management programs.

The Doctoral Program in City and Regional Planning

The doctoral program in planning provides substantive knowledge and research skills which enable graduates to contribute to the development of new theories and methods of planning, formulate innovative public policy, and administer research programs in domestic and international contexts. The program is relatively small but highly selective and individualized. It is ideal for mature students from a variety of backgrounds.

Career Opportunities

Our doctoral program has opened many opportunities for its graduates. Of the 60 men and women who have earned Ph.D.s in the program since its inception in 1961, just over half are teaching and doing research in universities. The others also chose challenging careers in domestic or international agencies or in private consulting and research firms. Twenty percent work outside of the United States or are engaged in multinational projects. Our Ph.D. graduates include departmental chairpersons, deans, and officers of national academic and professional organizations, and many well published scholars.

A listing of the present activities of graduates from the doctoral program between 1983 and 1987 provides an idea of immediate opportunities and career paths open to our Ph.D.s.

- Assistant professor at the University of Virginia.
- Transportation adviser to the government of Uganda.
- Assistant professor at Florida State University.

- Project manager for the Commission on Jobs and Economic Growth in North Carolina's Lieutenant Governor's Office.
- Associate professor at Yeung-nam University, Republic of Korea.
- Section supervisor with the Center for Hazardous Materials Research, Research Triangle Institute, Research Triangle Park, NC.
- Evaluation economist with Appropriate Technology International in Washington, DC.
- Associate at Resources for the Future, Washington, DC.
- Associate professor, Institute of Government, The University of North Carolina at Chapel Hill.
- Consultant in crime prevention, New York City.
- Director of international programs, Research Triangle Institute, Research Triangle, NC.
- Chairman of department of planning at the Bandung Institute of Technology, Republic of Indonesia.

Background and Preparation of Students

There are generally about 15 Ph.D. students in residence at any given time. Approximately two-thirds have master's degrees in planning or related fields. Roughly one-third come from outside the United States. A list of current students, their place of origin, undergraduate majors and graduate degrees, planning-related experience, and areas of concentration in the doctoral program illustrates the range of backgrounds students bring to their Ph.D. work.

Robert Atkinson, Oregon; sociology; MURP from University of Oregon; state technology policy and economic development.

KeyongAe Choe, South Korea; architectural engineering; MURP from University of Wisconsin; 1 year experience; land markets and land evaluation systems.

Johnny Cook, North Carolina; mathematics; MAEd from Arizona State University; experience in developing countries; economic development and community development in South America.

James Fisher, Virginia; sociology; MRP from The University of North Carolina at Chapel Hill; Peace Corps and Fulbright experience; population and development.

Charles Heying, Iowa; history; MACP from Iowa State University; neighborhood and community development.

James Holway, Maryland; political science; water resources and environmental planning.

Harold Hubbard, Virginia; architecture; MURP from Virginia Commonwealth University; 10 years experience; communication and negotiation in planning.

Jack Kartez, Washington; art/geography; MUP from University of Oregon; 11 years of experience; crisis planning and psychology of planning.

- Aly Karam**, Egypt; architecture; MS in architecture from University of Kansas; 7 years experience; low-income housing and community development in developing countries.
- Shanzi Ke**, China; BS in planning from Nanjing University; economic and regional development.
- Xingming Mu**, China; BS in planning from Nanjing University; urban economic development.
- Francisco Pichon**, Colombia; architecture; MRCP from Kansas State University; economic and community development in Latin America.
- Roberto Quercia**, Connecticut; architecture; MRP from University of Hawaii at Manoa; 3 years experience; housing finance for low-income housing.
- Robert Simons**, Colorado; anthropology; MRP from The University of North Carolina at Chapel Hill; 6 years experience; public finance and real estate development.

Course of Study

Each student develops an individualized course of study to reflect a specific area of interest and career aspirations. Areas of specialization and appropriate course work are determined jointly by the students and their program advisers. We make a strong effort to develop programs which meet students' needs and build on their prior academic training and for which substantial departmental or university faculty resources are available. Areas of specialization include at least 18 credits of course work. While the substantive focus of these areas may vary from student to student, each set of courses designated as an area of specialization must be mutually reinforcing and coherent; must prepare the student for expertise in some body of knowledge, methodology, or problem area; and must provide the student with adequate skills and knowledge to do research. The comprehensive exams, taken at the end of course work, require a knowledge of both theory and research methods in the student's specific concentration.

The Ph.D. degree requires 51 credits, at least 24 of which (about 8 courses) must be taken outside the planning department. Students may take courses in any of the departments of the university and at Duke University, North Carolina State University, or North Carolina Central University, all of which are convenient to Chapel Hill. We accept graduate transfer credits, but require at least one year of residency for course work. The department does not require a foreign language. We strongly encourage both research and teaching experience during residency.

Adequately prepared students with master's degrees in planning or related fields generally need about two years of formal course work leading to comprehensive exams. Dissertation research takes approximately one more year. Students without master's degrees may have to take additional course work; many such students obtain a master's degree in planning in addition to the Ph.D., although that is not necessary.

The Doctoral Faculty

In combination with the quality of its students and graduates, the best measure of a Ph.D. program is the quality of the faculty and their expertise in students' areas of interest. The department's 16 faculty members form an exceptionally well qualified, energetic, and committed group of scholars. All are active in research and many are nationally acknowledged as leaders in their fields. They often serve as policy advisers to legislative and executive bodies at all levels of government. Yet, they are accessible and enjoy the one-on-one relationships necessary for sound doctoral-level training. The faculty regularly has over \$1,000,000 in on-going research projects, which provide financial aid and supporting research experience and dissertation opportunities in a wide variety of areas.

The Department of City and Regional Planning faculty and their areas of research include the following:

Richard N. L. Andrews — scientific and value judgments in environmental policy analysis; solid and hazardous waste management.

Edward M. Bergman — urban and regional economic development in the U.S. and Europe; state and local industrial policy and industrial restructuring.

David J. Brower — innovative growth management; coastal planning issues including beach access, aesthetics, and hurricane protection; planning law.

Raymond J. Burby — evaluation of state and local environmental policy; hazard mitigation, disaster recovery, and floodplain management; watershed and ground water protection; growth management; man-environment relations.

David R. Godschalk — dispute resolution; land supply monitoring systems; critical areas management; growth management; hazard mitigation.



Emeritus professors Maynard M. Hufschmidt, F. Stuart Chapin, Jr., James M. Webb, and John A. Parker.

- Harvey A. Goldstein** – research parks and regional economic development; state and local industrial policies; employment projection methods.
- Jonathan B. Howes** – state level urban policy; state and regional economic development policy; international comparative urban policy; intergovernmental relations.
- Edward J. Kaiser** – innovative land use planning and control methods; evaluation of floodplain and watershed management; water and sewer extension policy.
- Linda Lacey** – population, housing, and urbanization policies in African countries.
- Michael I. Luger** – infrastructure provision and finance; research parks and regional economic development; federal tax and state economic policy.
- Emil E. Malizia** – economic development in rural areas and smaller cities; market analysis and economic development policy; automation of manufacturing in the South.
- David H. Moreau** – equity in infrastructure finance; water and sewer planning; drought management for water supplies; ground water quality; watershed protection.
- William Rohe** – evaluation of low-income home ownership programs; resident satisfaction in public housing, fear and reactions to crime in neighborhoods.
- Michael A. Stegman** – national housing policy; analysis of state and local low-income housing initiatives; low-income home ownership; housing finance; impact fees.
- Shirley F. Weiss** – innovations in new communities and mixed-use projects; central city and revitalization strategies; joint public-private partnerships.
- Dale Whittington** – water and sanitation in less developed countries; computerized information and development planning; impact analysis of environmental standards.

In addition to the regular faculty, adjunct faculty such as Dennis Rondinelli and James McCullough at nearby Research Triangle Institute, and visiting faculty provide guidance to Ph.D. students and serve on doctoral committees. Additional information on the regular and adjunct faculty is provided with the area of specialization descriptions provided earlier in this catalog.

Further Information on the Doctoral Program in Planning

Further information about the doctoral program in planning may be obtained from the program director: Professor Harvey A. Goldstein, Director, Doctoral Program, Department of City and Regional Planning, Campus Box 3140, New East Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3140.

Proposed Doctoral Program in Public Policy

Permission to plan a Ph.D. Program in Public Policy has been granted by The University of North Carolina at Chapel Hill. The Ph.D. public policy curriculum will combine social science positivist theory and descriptive methods of analysis for scientific theory building with normative theory and prescriptive methods for policy analysis. This blend of course work is intended to provide the public policy doctoral student with an applied research perspective and a capacity to do high level policy research that provides useful information to decision makers while contributing to knowledge about particular problems of policy concern. The proposed curriculum has two general components: a set of core courses required of all students, and the development of substantial strength in a policy field.

The Core Curriculum

Eight core courses will be required. They include:

- *Public Institutions and Policy Actors*. This course will cover at an advanced level the operation of public policymaking institutions and processes, the behavior of individuals and groups involved in public policymaking, and the interaction of governmental institutions in the formulation and implementation of policies.
- *Economic Analysis and Public Policy I and II* (2 courses). These courses will be problem oriented and will cover topics such as industrial organization and regulation, monetary and fiscal policy, welfare economics, income distribution, international trade, business location and investment, national industrial policy, and labor markets and employment.
- *Models, Methodology and Research Design*. This course teaches policy oriented researchers how to structure a research design and apply research techniques that are appropriate to public policy problems and generate knowledge that is directly useful to decision makers.
- *Ethics and Formal Decision Analysis I and II* (2 courses). These courses integrate ethical considerations in policy choice with formal analytical approaches to decision making. The first semester covers techniques of project appraisal and cost benefit analysis. The second semester examines formal approaches to decision making under conditions of uncertainty. The course concludes with a section on the use of cost-benefit analysis and formal decision methods in the political process.
- *Research Practicum I and II* (2 semesters). This course explores, in the context of real decision problems, the interrelationships between the various areas of knowledge and technical skills presented in the other core courses, including economic, quantitative, organizational and political analyses, and ethical dimensions of policy. The courses are designed to develop in students an ability to think systematically and creatively about policy issues and to understand the role of the policy analyst in public decision making.

The core curriculum will be designed and staffed specially for Ph.D. students majoring and minoring in public policy, making it one of the few dedicated doctoral level public policy curricula in the United States.

Field Courses

A strong Ph.D. program in public policy requires rigorous training in applied policy analysis for public decision making; the theory, substance, and politics of a policy area; and methodological skills necessary to do original, applied policy research in that area. Consequently, the policy field requirement consists of three parts: (1) course work in substantive theory and knowledge about a policy area (12 credits), (2) course work in research methods (9 credits), and (3) course work in the political/administrative process (3 credits). The total field requirement is at least 24 credit hours.

The policy field may be uniquely defined for each Ph.D. student with the guidance of the student's chairman and program committee. We expect that most course concentrations will focus on: (1) a particular class of policy decisions, such as social action, investment or regulation, which crosses policy fields; (2) a set of policy concerns in a functional area, such as housing, environmental protection, health, children and families, and international relations; (3) a particular aspect of the public policy process, such as legislation, interagency coordination, and implementation; (4) selected methods of policy analysis and policy research, such as program evaluation and economic or social systems modeling; or (5) in some cases, the policy field requirement may be satisfied by a course sequence in a single department or school, such as business administration, economics, planning, political science, public health, or sociology.

Further Information on the Doctoral Program in Public Policy

Further information about the doctoral program in public policy may be obtained from:

Professor Michael A. Stegman, Chair
Department of City and Regional Planning
Campus Box 3140, New East Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3140



Master's students Tim West and Suzanne Aucella using equipment in the department's computer graphic lab.

Opportunities for Experience in Research and Practice

Students enrolled in the Department of City and Regional Planning have many opportunities to become involved in research and planning practice. The nature of the research or practice opportunities, however, is as varied as the department's programs of study and the individual faculty members' and students' interests.

Through the department's facilities in New East Hall, the Center for Urban and Regional Studies, the Institute for Economic Development, the Institute for Environmental Studies, the Water Resources Research Institute, the Carolina Population Center, and the Institute for Research in Social Science, members of the faculty and graduate students in the department collaborate on projects in a wide range of subject areas concerning planning, human behavior, and the environment.

The Department of City and Regional Planning occupies the four stories of New East Hall, maintains additional laboratory space in Hanes Hall, and operates research facilities, described below, at the Center for Urban and Regional Studies in Hickerson House. New East contains microcomputer and planning laboratories, lecture and seminar rooms, faculty and student offices, and the F. Stuart Chapin, Jr. research library containing books, periodicals, pamphlets, reports, and maps used in the study of planning.

Microcomputer Labs

William Rohe, Faculty Computer Coordinator

The Department of City and Regional Planning operates two microcomputer labs in New East Hall and students also have access to the Department of Geography's Geographic Information System Lab in Saunders Hall. One lab in New East, with six microcomputers, provides a full array of word processing, data

management, statistical, and financial software, and remote communication to both the IBM mainframe computers at the UNC Computer Center and still more powerful mainframe computer facilities at the Triangle Universities Computation Center in Research Triangle Park. A second microcomputer lab in New East provides computer graphic, mapping, and spatial analysis equipment and software. The software packages available to planning students and faculty include the thematic mapping program, ATLAS, and two geographic information systems, ERDAS and ARC/INFO.

F. Stuart Chapin, Jr. Planning Library



Charlotte A. Slocum
Librarian

The Chapin Planning Library, with some 18,000 volumes, is one of the outstanding planning collections in the country. The library houses a specialized collection of over 9,000 current research reports and documents from planning agencies throughout the U.S. The staff offers online computer searching of many abstracts and indexes and reference assistance.

Graduate students also have ready access to other university library resources. The campus library system has over 3.4 million volumes, 2.0 million documents, and 2.7 million microforms. It is one of the more important research collections in the U.S. Through a joint computer catalog, the resources of the libraries at the university in Chapel Hill are linked with those at Duke University and North Carolina State University. Davis Library — which houses the university's general collections — is a short walk from the department's facilities in New East Hall. Davis has a machine-readable data file unit and several microcomputer labs. Specialized services include online computer searching, reference assistance, and U-Search (a do-it-yourself computerized search service). Other libraries on campus which contain special research collections of interest to planners include the Art, Geology, Health Services, Institute of Government, and Law libraries.

Center for Urban and Regional Studies

Jonathan B. Howes, Director

David J. Brower, Associate Director

The department's Center for Urban and Regional Studies, established in 1957, is a focal point for urban research and public service at The University of North Carolina at Chapel Hill. In addition to serving as a catalyst for interdisciplinary

urban research programs, the center's staff, associated faculty members, and students work regularly with federal and state government agencies and with regional bodies and local governments to find solutions to problems of center city revitalization, energy use and conservation, environmental management and protection, low-income housing, natural and manmade hazards, public service delivery, transportation, urban growth management, and water resources, among others.

With research in progress regularly exceeding \$1 to \$2 million, the center has received national attention and recognition for its studies on urban growth management, coastal zone management, the mitigation of natural hazards, such as floods and hurricanes, new community and other large-scale development, housing market dynamics, urban growth models, residential mobility and locational preferences, environmental protection, and planning and financing urban infrastructure. The center's research and service activities are carried out by a core professional and clerical staff and by faculty, research associates, and graduate students supported at least in part by research grants and contracts. The department's faculty and students also collaborate through the center with faculty and students of other departments in the university on policy-oriented research projects.

Institute for Environmental Studies

Richard N. L. Andrews, Director

Mary Beth Edelman, Director, Student Community Involvement Program

The Institute for Environmental Studies, established in 1965, brings environmental issues and research opportunities before the campus faculty and students through both an on-going guest speaker series and a multidisciplinary approach to environmental research. Department of City and Regional Planning faculty and students use the institute to participate with other departments in research, seminars, and discussions on broad aspects of environmental quality in the natural and social sciences, engineering, and public health. The Institute for Environmental Studies also operates the Student Community Involvement Program, which offers a modest stipend (\$250) to students who wish to apply academic work such as a class project or departmental paper to current environmental issues identified by the institute staff.

Water Resources Research Institute

David H. Moreau, Director

The Water Resources Research Institute was established in 1964 to support research on all aspects of water resources including the planning, programming, and analysis of urban and regional systems for development and control of the quantity and quality of water and related land use. The institute serves as a focal point for faculty and student research and interdisciplinary seminars relating to water resources. Recent projects of the institute which have involved departmental faculty and student research assistants include studies on the protection of drinking water watersheds, drought management, water and sewer extension policy, and water and sewer pricing.

Institute for Economic Development

Edward M. Bergman, Director

Emil E. Malizia, Director, Basic Economic Development Course

The Institute for Economic Development was created in 1971 to sponsor the Basic Economic Development Course (BEDC), an in-service training course offered each spring to professional developers which is accredited by the American Economic Development Council. After responsibility for the Institute shifted to the department in 1984, the range of activities quickly expanded well beyond its annual BEDC offering. Institute activities now include a wide range of research contracts and grants, a faculty and student exchange program with the Vienna University of Economics, publication of the American Planning Association's Economic Development Division Newsletter (*News and Views*), and in conjunction with PLAN 261 AND PLAN 263, complimentary appraisals by graduate students of local economies throughout the U.S.

Institute faculty generally offer research assistantships to students who hold skills needed on current projects. Faculty also help students secure summer internships and career positions in development planning organizations. Four academic year fellowship/internship programs are coordinated by the institute. The Hammer Urban Development Fellowship combines academic year support and a summer internship in Washington, D.C. TVA supplements its academic year fellowship with summer placement as a regional economic development planner in Knoxville, TN. The N.C. Rural Economic Development Corporation focuses its fellowship/internship on all aspects of economic and community development in North Carolina nonmetropolitan regions. The Southern Technology Council/Southern Growth Policies Board in Research Triangle Park stresses study of technological restructuring of the South by its fellow/intern. Other paid internships during the academic year are available to students who want direct working experience in community development agencies.

Carolina Population Center

J. Richard Udry, Director

The Carolina Population Center, established in 1966, provides coordination of the university-wide, interdisciplinary program in population research and training. Its efforts span the social, behavioral, and health sciences, and it provides research services to faculty doing research in the United States and abroad. Departmental faculty and students are engaged in community development research in less developed countries through the CPC.

Water and Sanitation for Health (WASH) Project

Dale Whittington, Director

The University of North Carolina at Chapel Hill is a major participant in a consortium which assists the U.S. AID Office of Health and the AID missions overseas with projects related to the United Nations International Drinking Water and Sanitation Decade. Department of City and Regional Planning students have assisted with studies of drinking water supplies in the Caribbean and Africa.

Special Programs and Services

The community of students, faculty, staff, and alumni of the Department of City and Regional Planning work closely together, providing a stimulating environment for learning. Students play an important role in policy making. Students and faculty share responsibilities on the Curriculum, Admissions, and Faculty Search, Ph.D. Policy, and other committees. There are student organizations which raise policy issues within the department and sponsor various workshops and symposia dealing with topics of student interest.

Interests and issues change over time, and so have the various student organizations. Student groups have included Women in Planning, which dealt with the specific concerns of women in the planning profession. Other interests which have been represented by student groups include the Minority Planning Students Association and Planners for Social Change. Each year's class is different and the opportunity exists to create groups and activities to meet new needs.

Planner's Forum

Every student in the department is a member of Planner's Forum. The Forum addresses and anticipates broad policy concerns, coordinates student affairs, and organizes major social events. It sponsors visiting speakers and arranges faculty forums, workshops, and symposia. Planner's Forum also coordinates student participation in state and national planning organizations, such as the North Carolina

Chapter of the American Planning Association, Women in Planning, Planner's for Social Change, and Minority Planning Students Association.

Carolina Planning

In its fourteenth year of publication, *carolina planning* is published each semester by students in the Department of City and Regional Planning. As one of only a few student-run planning magazines in the country, *carolina planning* is a unique asset to the department and offers excellent opportunities for students to publish articles or gain experience in publishing a periodical. The magazine focuses on planning issues of particular interest to the Southeast, its outlook is broad, and its subscription list is nationwide. Many issues have had special themes, such as Public/Private Ventures, or Coastal Planning.

DCRP Alumni Association

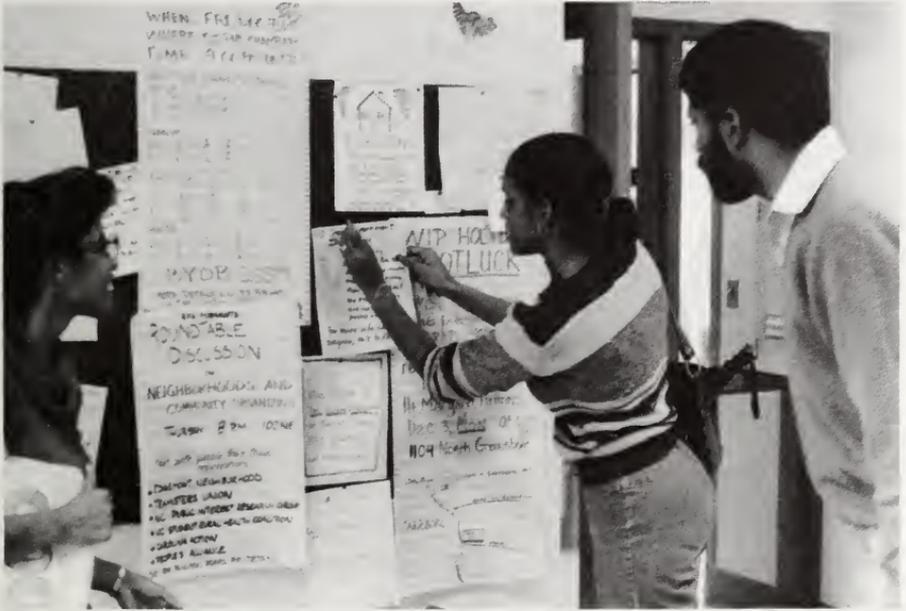
With its officers and thirty-two regional representatives, the DCRP Alumni Association serves as a means for alumni, friends, and the department to work together. The association enables alumni and friends to play an active role in the affairs of the department, provides a means for recognizing contributions and accomplishments of alumni and friends, fosters camaraderie among alumni, faculty, and students, and provides a means through which alumni and friends may contribute to the well-being of the Department of City and Regional Planning. The association sponsors alumni gatherings at annual meetings of the American Planning Association and periodic reunions and conferences in Chapel Hill. An important goal of the association is to help students and newer graduates in their early professional careers.

Representatives of the Department of City and Regional Planning Alumni Association can be found in most areas of the country. They are happy to talk with people who are exploring a career in planning or who are interested in the planning education program at The University of North Carolina at Chapel Hill. Contact the department's Student Services Manager, Ms. Patricia Coke, for the names and telephone numbers of alumni in your vicinity.

APA, ACSP, UAA, and Other Associations

The department plays an active role in the American Planning Association, Association of Collegiate Schools of Planning, and Urban Affairs Association. The department is fully accredited by the American Institute of Certified Planners and the Association of Collegiate Schools of Planning.

DCRP faculty members have served on the board of directors of APA, chaired APA divisions, and edited the *Journal of the American Planning Association* (most recently from 1984-1988). They have played equally active roles in the North Carolina professional chapter of APA, recently serving as president and vice president for professional development. In ACSP, the national association of planning educators, North Carolina planning faculty have served in a variety of leadership positions and participate actively each year in the association's annual meeting.



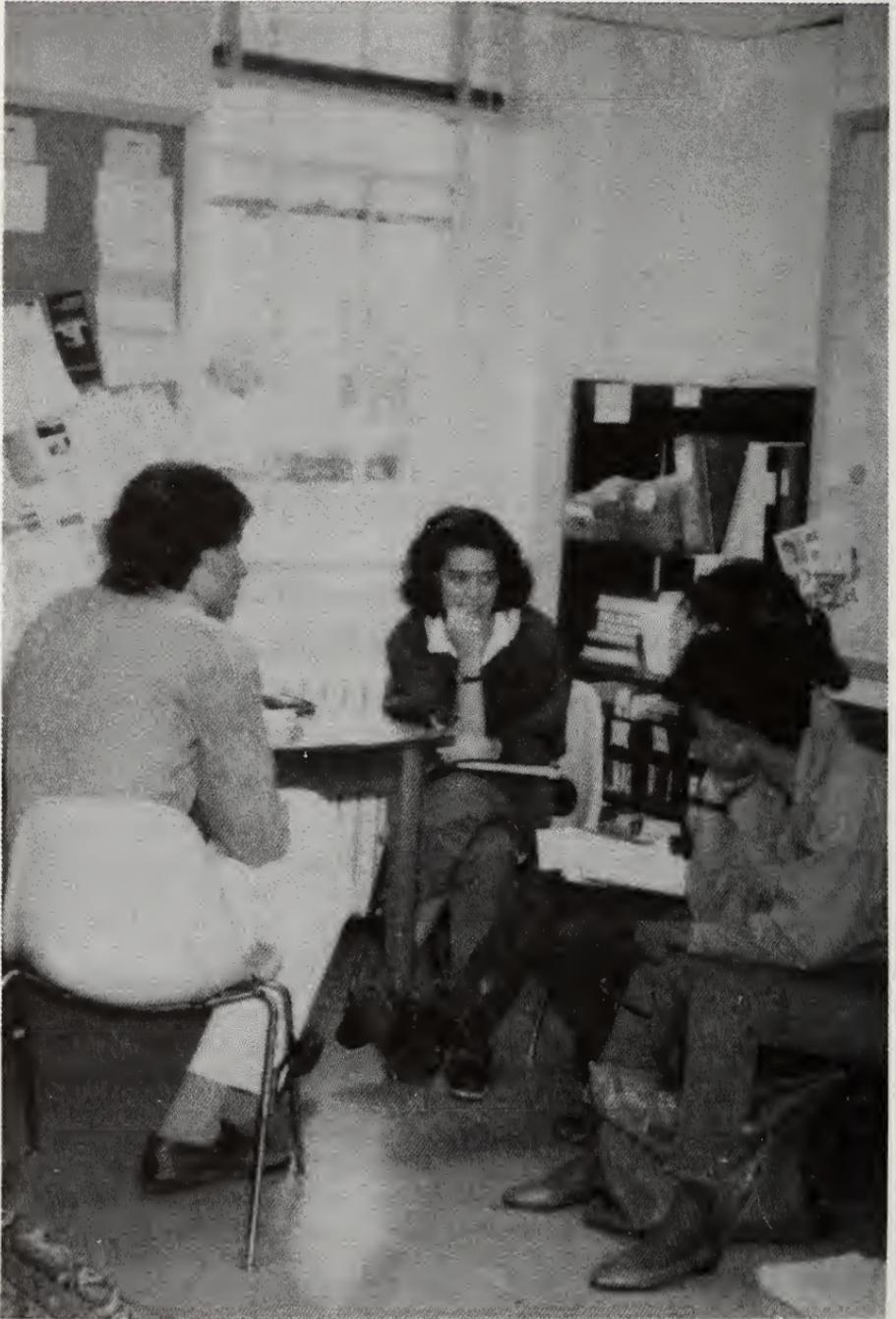
Keeping posted on departmental and campus activities.

The University of North Carolina at Chapel Hill was a founding member of the Urban Affairs Association, the association of universities with urban educational and research programs.

The faculty is active in numerous other professional organizations. They include the American Association for the Advancement of Science, American Bar Association, American Economic Association, American Economic Development Council, American Real Estate and Urban Economics Association, American Society of Civil Engineers, American Society for Public Administration, American Statistical Association, American Water Resources Association, American Water Works Association, Association for Public Policy Analysis and Management, Association of State Floodplain Managers, Council for Entrepreneurial Development, Institute of Transportation Engineers, InterAmerican Planning Society, National Association of Housing and Redevelopment Officials, National Council for Urban Economic Development, National Low Income Housing Coalition, National Tax Association, Planners Network, Regional Science Association, Royal Economic Society, Southern Regional Science Association, Southern Sociological Association, Town and Country Planning Association, Transportation Research Board, and Urban Land Institute.

Visiting Planners and Scholars

Each academic year, scores of guests visit the department. They speak to classes and usually discuss their work with students and faculty in informal groups. Many are practicing professionals and other experts in planning who provide invaluable up-to-date information on professional practice and current issues. Others are outstanding researchers and scholars.



The student lounge provides a comfortable place to meet with classmates.

Admission and Degree Requirements

The Department of City and Regional Planning encourages applications from men and women whose intellectual ability, communications skills, motivation, and capacity for leadership give them strong potential for careers in planning.

Admission to the Graduate School of The University of North Carolina at Chapel Hill is necessarily a selective process. Applicants with strong academic records, however, can expect a favorable admission decision. The prospective student must hold a bachelor's degree from an accredited college or university. The student's overall record should be strong with an average grade of B or better in the major subject area.

Decisions on admissions are made by the Graduate School on the basis of recommendations by the department. The admission process is highly competitive. All credentials submitted are considered by the department as part of the total application, and no single factor is regarded as qualifying or disqualifying. Factors considered in the review of all applications include the academic transcript, GRE scores, class rank, references, strength of undergraduate institution, statements of interest, and professional experience. In addition, the doctoral program gives special consideration to applicants whose research interests and career goals are well matched to those of the faculty.

The department has a strong commitment to increasing opportunities for minority and disadvantaged persons to enter the planning profession, and we actively encourage admission of women and racial minorities. In addition, we seek to have students from a variety of academic backgrounds and geographic locations. Although previous professional or preprofessional work experience in planning or a related field is not required, it is considered in admission decisions. Generally, some members of each class have planning-related experience.

Admission Process

It is never too early to apply; applications for admission in the fall semester are received and reviewed throughout the year. Applications must be received before February 1, however, for consideration for university fellowships and those applications are also considered first for departmental fellowships, assistantships, and other financial aid. Decisions on admissions and financial aid are made beginning February 15, and all financial aid decisions are generally complete by May 15. In cases where an applicant is transferring from another graduate planning program or has had considerable experience in planning, admission at the opening of the spring semester is permitted. Applications for admission in the spring semester must be received by October 15, but earlier submission of applications is advisable.

Applicants who are able to do so are invited to visit the department for a personal interview. In addition, the Planning Careers Weekend, hosted by the department each March, provides applicants an opportunity to discuss their professional interests with faculty and enrolled students.

Forms and instructions for application will be mailed by the department on request. Inquiries should be directed to:

Ms. Patricia C. Coke, Student Services Manager
Department of City and Regional Planning
Campus Box 3140, Room 103, New East Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3140
Telephone: 919/962-3983



Student services manager Patricia Coke.

Each applicant is required to pay a nonrefundable \$35.00 fee when submitting an application.

All applicants are required to take the Graduate Record Examination (GRE) and to submit a statement of career objectives, transcripts of all institutions attended, and a minimum of three letters of reference. The Test of English as a Foreign Language (TOEFL) is required for all applicants whose native language is not English.

The Graduate Record Examination, which should be taken as early as possible (preferably in October prior to the beginning of the academic year in which the student wishes to enter the department), is administered five times a year in conveniently located centers throughout the United States and in many other countries. To be eligible to take the examination, the candidate must have an application accompanied by the appropriate fee on file approximately 15 days in advance of the scheduled date of the examination. Examinations are generally scheduled in October, December, February, April, and June. A bulletin of information giving full particulars may be obtained from most colleges and universities or by writing to Graduate Record Examination, CN 6000, Princeton, NJ 08541-6000. The results of this examination are recognized as contributory, not determinative, evidence of the qualifications of the applicant.

Transfer Credit

Doctoral students can transfer graduate level courses from other universities. Masters students desiring to transfer to The University of North Carolina at Chapel Hill from another graduate planning program may do so up to a maximum of 12 semester credit hours providing that the courses were not credited to another degree and that the courses are judged by the department to be appropriate to the elective requirements of the student's program. Graduate courses taken while in undergraduate status at other universities are not transferable.

Master's Degree Requirements

Programs of study leading to the Master of Regional Planning degree are available in the areas of economic and community development, land use and environmental planning, planning for less developed areas, real estate development and housing, and urban services and infrastructure. Curricular requirements for each of those areas are discussed in detail in the area of specialization section of this catalog. In addition, the following are requirements for the M.R.P. degree:

Residence. The minimum academic residence period is three semesters.

Time Limit and Credit Hours. All requirements for the master's degree must be completed within five calendar years from the first date of registration with a minimum of 48 semester hours of credit. Most students complete their requirements in two years.

Departmental Paper. All candidates for the M.R.P. degree are required to select a topic and write an acceptable departmental paper. The departmental paper is an original piece of work involving a substantial degree of independent research and analysis of a topic related to planning practice. The requirement may be met by a paper of standard format. It can also be fulfilled in some other form such as a plan or audiovisual presentation.



Saturday morning breakfast during Career Weekend provides an opportunity to meet with faculty and students in an informal setting.

Doctor of Philosophy Degree Requirements

The Ph.D. requires 51 credits of which at least 24 must be taken outside the Department of City and Regional Planning. An individualized program of study is developed by the student with a specially assigned three-person committee to provide a mastery of his or her field, planning theory, and research methods. Areas of specialization include a minimum of 18 credits of course work. A student may take a formal minor in another discipline with the consultation and approval of the appropriate department and the student's program committee. The minor emphasizes the achievement of theoretical knowledge and methodological and related skills necessary to extend the student's research capabilities within a chosen area of specialization. Supportive complimentary relationships between the two program components must be demonstrated.

In addition to courses in the area of specialization, course work must be completed in planning theory and research methods. The planning theory requirement is usually fulfilled by taking **PLAN 205** Advanced Planning Theory; the necessary prerequisite **PLAN 204** Planning Theory, and other courses and special preparation that may be recommended. Doctoral students must gain proficiency in two areas of research methods: policy-oriented research design and statistical techniques of data analysis. The former may be met by taking **PLAN 301** The Design of Policy Related Research. The minimum level of competency in the latter area can be achieved by taking courses in statistical methods through an intermediate level of multivariate statistics (analysis). Each student is assisted by his or her

program committee in identifying the appropriate statistics course(s) to meet this multivariate analysis requirement as well as additional courses to attain the necessary quantitative and nonquantitative skills appropriate to the area of specialization.

An important objective of the department's Ph.D. program is to train top quality and highly motivated teachers of planning. Teaching experience is, therefore, considered an important element of a doctoral student's training. Students, their advisers, and program committees are expected to provide for at least one semester of teaching experience, preferably more, as an explicit element of the program of study.

No foreign language is required. A comprehensive written and oral examination is required at the completion of course work.

Dissertation Requirement. The conduct of original research requires abilities different from those required to pass formal courses and examinations. Accordingly, in the doctoral program, great weight is placed on research performance at all stages of development—from the literature review and development of competence in research methods and statistical analysis to the interpretation of results and formation of conclusions. The scholarly value and feasibility of the dissertation topic must be approved by the student's dissertation committee. The dissertation is expected to be a significant, original contribution to the field and must be successfully defended at the final oral examination.

Residence Credit, Transfer of Courses, and Time Limit. The time limit for the Ph.D. degree is eight calendar years from the first date of registration. Typically, most students complete the requirements within four years. There is no limit on the number of credits which can be transferred. Courses transferred from other graduate schools for application toward degree requirements must have been taken within the eight-year limit. At least two semesters of full-time residency equivalency (nine or more hours) must be taken in continuous registration on this campus. That requirement may be filled by two continuous regular semesters of full-time registration (nine or more credit hours) or three semesters of continuous registration of at least six credit hours. A minimum of four semesters of residency is required overall.

Financial Assistance

Applicants to the Department of City and Regional Planning are eligible for several types of fellowships and assistantships: (1) awards made by the department; (2) university awards for which applicants to the department are considered; and (3) awards made by outside agencies for which applicants to the department are considered.

Applications for departmental financial aid and Graduate School fellowships are made on the admission application form. All applications for aid will automatically be considered for all sources of aid for which they qualify; the student does not have to apply separately for each. However, applicants' qualifications for awards requiring specific program interests or skills must be adequately documented in their applications in order to be considered for these sources of aid.

In addition to fellowships and assistantships awarded through the Department of City and Regional Planning and the Graduate School, significant levels of support are provided to graduate students by the Student Aid Office. A separate application for assistance is required. It is extremely important for graduate students to complete and submit the Financial Aid Form (FAF) so that it will be on file prior to the time when a loan or work study employment is needed. The priority filing date is March 1. Forms and additional information can be obtained from the Student Aid Office, Campus Box 2300, Vance Hall (919/962-8396). The Financial Aid Form is also available from most college and university financial aid offices.

Awards Made Through the Department

Department of City and Regional Planning Fellowships provide up to \$5,000 to incoming students with outstanding undergraduate records and the potential for making significant contributions to the planning profession.

Doctoral Fellowships provide up to \$5,000 in financial support for each Ph.D. student admitted to the department. The department's policy is to provide this support to doctoral students for the first two years of study, after which virtually every student retains financial support by working with a faculty adviser on a sponsored research project or by teaching.

Downtown Housing Improvement Corporation of Raleigh provides an internship during the academic year and summer employment with the corporation working on nonprofit housing programs and projects.

John A. Parker Fellowship, funded by the John A. Parker Trust, was created by alumni and friends of the department in honor of its founder and first chairman, John A. Parker. A \$3,000 award made to a second-year student with high potential for contribution to the department.

Louise Venable Coker Prize is a \$200 cash award presented for the most outstanding Departmental Paper completed by a second-year student in the department.

Philip Hammer Fellowship, created by Philip Hammer and the firm of Hammer, Siler, George Associates, to deepen understanding of the relationship between the fields of planning and economics. A \$4,000 fellowship awarded on a competitive basis to an outstanding student having the greatest potential for creative and innovative research in planning and economic development.

North Carolina Housing Finance Agency Fellowship provides support for students interested in public and nonprofit housing development. In addition to support during the academic year, a summer internship is provided in the N.C. Housing Finance Agency in Raleigh.

North Carolina Rural Development Corporation Fellowship provides up to \$4,500 in support for a fellow during the academic year to conduct policy studies in conjunction with faculty research. This award also includes a summer internship to work on RDC's policy and program activities.

Robert E. Stipe Scholarship in Historic Preservation provides \$4,000 in support to a student with career interests in historic preservation and its application to land use planning, urban revitalization, or real estate development.

Southern Technology Council/Southern Growth Policies Board Fellowship provides up to \$4,000 in support for a student to work closely with a faculty member on policy research concerned with technological restructuring and regional development. A summer internship is also provided.

Tennessee Valley Authority Fellowship provides \$4,000 in support to a student in the Economic and Community Development area of specialization. Additional support, including a travel allowance, is provided through a summer internship with TVA.

Transportation Management Internships, jointly sponsored by the North Carolina State Department of Transportation and local transportation operators, provides work and learning opportunities. Interns receive \$3,820 for the academic year and a salary for summer work.

U.S. Housing and Urban Development Work Study Program provides a stipend of \$4,500 to \$5,000. Under this program, students are expected to work 10 hours a week in a planning or planning-related agency that currently is administering

Community Development Block Grants or Urban Development Action Grants. To be eligible students must come from economically disadvantaged backgrounds and have experience working with economically disadvantaged groups.

Graduate Teaching and Research Assistantships, provided through state funds as well as through research grants and contracts to the Center for Urban and Regional Studies and Institute for Economic Development, pay up to \$4,000 per year.

Students who are awarded departmental fellowships and teaching and research assistantships may be recommended for a special tuition rate as part of the award package. The special tuition rate enables out-of-state students who will be performing specified fellowship or assistantship duties to pay similar tuition to that of resident students: \$504 rather than the out-of-state tuition rate of \$4,106.

University Awards for Which Applicants to the Department Are Considered

Graduate School Fellowships pay up to \$12,000 for the academic year plus tuition benefits.

Graduate School Merit Assistantships pay \$9,000 for the academic year plus tuition remission.

Minority Presence Awards

Under the Board of Governors' general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree-credit course work, and demonstrate financial need.

The Minority Presence Grant Program for Doctoral Study provides stipends of up to \$8,000 for the academic year with an option of additional support in the amount of \$600 for study in the summer session, for black residents of North Carolina who are selected to participate. Recipients must be full-time students pursuing doctoral degrees at The University of North Carolina at Chapel Hill.

Awards Made by Outside Agencies

A number of governmental agencies and nonprofit organizations provide internships for planning students during the academic year and summer. The Department of City and Regional Planning maintains a file of internship opportunities and assists students in contacting potential employers.

Student Loan Funds

The general loan funds, including the federal loan program, are available to graduate students. University loan funds are announced in the University catalog. Students interested in applying for loans should contact the Student Aid Office, Campus Box 2300, Vance Hall, 919/962-8396.



Professor Emil E. Malizia.

Fees and Expenses for Each Semester

	1987-1988
Tuition (N.C. resident)	\$ 252.00
Tuition (out-of-state student)	\$2,053.00
Fees	\$ 168.50

Tuition and fees are due at registration and must be paid by the last day of registration for each semester. Failure to pay at the proper time will result in a late payment fee and the student's possible disenrollment.

An applicant who has been offered admission reserves his or her place by the payment of a \$25 enrollment deposit which is credited toward the first semester's tuition. If he or she fails to register or to withdraw the application prior to May 1, the deposit is forfeited.

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

Students in the department should be prepared to meet expenses that may occur in connection with various courses. These may include the cost of supplies, occasional travel to nearby communities, typing, photo-duplication, Xeroxing, and materials for presentations.

Description of Courses

Regularly Scheduled Courses for Undergraduates

- 46 **INTRODUCTION TO URBANISM AND PLANNING (3).** Discussion and analysis of current urban problems and of forces responsible for urban and regional growth. Historical perspective on the planning profession and the planning approach to urban phenomena. Evaluation of current proposals dealing with aspects of the urban situation in the United States. *Fall.* Lacey.
- 67 **ETHICAL BASES OF PUBLIC POLICY DECISION-MAKING (3)** Critical exploration of ethical and theoretical bases for making public policy decisions. Analysis of normative arguments of contemporary public policy issues. *Fall.* Goldstein.
- 73 **NATIONAL URBAN AND INDUSTRIAL POLICIES IN THE UNITED STATES (3).** An examination of the recent history of attempts to design and implement urban and industrial policies in the U.S. Explicit vs. implicit policies. Arguments for and against such policies in the 1980s. Issues and problems of policy design and implementation including such topics as division of responsibilities and coordination among levels of government, distributive and redistributive implications, and efficacy vs. democracy in policy formulation. The course will be organized as a seminar. *Fall or Spring.* Faculty.
- 94A **FUTURES ANALYSES AND FORECASTING (3).** An examination of the concepts and methods used in forecasting. Extrapolative techniques and futures analysis methods. The application of forecasting techniques in various institutional settings. *Fall.* Rohe.
- 94B **URBAN REVIVAL: COMPREHENSIVE APPROACHES (3).** Seminar designed to array and assess the urban revival tools and strategies developed by American cities over the past 50 years to solve problems of economic, social, and physical decline. *Spring.* Weiss.

Regularly Scheduled Courses for Graduates and Advanced Undergraduates

- 107 **ENTREPRENEURIAL DECISIONS FOR URBAN DEVELOPMENT (3).** A seminar and field experience in balanced new communities, retirement communities, planned unit developments (PUDs), regional and community shopping centers, industrial/research parks, and recreation-theme parks. Focus on the decision-making process, entrepreneurial risk in building the urban environment, and uncertainties in long-range planning and development. *Fall.* Weiss.

- 108 **NEW TOWNS AND LARGE-SCALE DEVELOPMENT (3).** Examination of issues and problems in new towns and large-scale development in the U.S. and abroad; comparative evaluation of development processes and projects in the public and private sectors; independent studies on planning process, public policy, financial feasibility, implementation, governance, and community concerns. *Fall.* Weiss.
- 110 **SELECTED TOPICS IN URBAN STUDIES (3).** An introduction to the functioning of the urban area as a complex system and to the analysis of policies aimed at development and change. *Fall or spring.* Faculty.
- 111
- 122 **URBAN ECONOMICS (ECON 122) (3).** Prerequisite, Economics 100 or 101 or equivalent. Urban problems facing us today; unorganized growth, disparate land uses, fiscal crisis, the ghetto, poverty, employment, housing and transportation inadequacies, and crime. *Fall or spring.* Luger.
- 124 **URBANIZATION AND PLANNING IN THE THIRD WORLD (3).** Surveys theories, issues, and planning strategies employed in developing countries. Topics include rapid population growth and urbanization, squatter settlements, regional inequalities, problems of the urban and rural poor, women in the development process, financing urban development, rural development strategies, regional development planning, human settlement approaches, and national urbanization policies. *Fall.* Lacey.
- 125 **URBAN SERVICES AND INFRASTRUCTURE (3).** An examination of the public services provided by local governments and the facilities required to provide them. The course concentrates on transportation, water management, waste treatment, and air quality. Each urban service is examined with respect to its institutional framework, alternative service delivery mechanisms, public policy, and history. The course provides a rigorous analysis of the financing, pricing, and public regulation of these services, and covers methods for measuring their impacts, efficiency, and effectiveness. *Spring.* Faculty.
- 126 **URBAN TRANSPORTATION PLANNING (3).** Fundamental characteristics of the urban transportation system as a component of urban structure. Methodologies for the analysis and planning of urban transportation. Techniques for the analysis of problems and the evaluation of plans. *Fall.* Faculty.
- 127 **PUBLIC TRANSPORTATION (3).** A seminar investigating alternative public urban transportation systems including mass transit, innovative transit services, and paratransit schemes. The systems will be examined from economic, land use, social, technical, and policy perspectives. *Spring.* Faculty.

- 129 **TRANSPORTATION PLANNING MODELS (3)**. Techniques for predicting transportation demand. The transportation planning process: data collection, trip generation, modal choice, trip distribution and assignment. System evaluation techniques: social, economic, and environmental impacts of transportation; investigation of innovative modeling techniques. *Spring*. Faculty.
- 130 **QUANTITATIVE ANALYSIS FOR PLANNERS AND PUBLIC MANAGERS (3)**. Foundation course in statistical concepts and methods primarily for professional master's degree candidates and public policy majors. Descriptive statistics, estimation and hypothesis testing, simple correlation and regression, and information acquisition, analysis and presentation. Microcomputer laboratory. *Fall*. Kaiser, Lowrey.
- 131 **QUANTITATIVE METHODS IN PLANNING (3)**. Fundamental quantitative methods as aids in prediction and decision making in planning, including multivariate statistics, decision analysis, and linear programming and simulation. *Spring*. Whittington.
- 136 **GEOGRAPHIC INFORMATION SYSTEMS (GEOG 191) (3)**. Thematic data sets will be used to model and test interactions between spatially oriented information for resource evaluation. Modelling techniques, cartographic output, data overlay methods, and "hands on" computer application will be featured. *Fall, spring*. Walsh.
- 199 **HONORS SEMINAR IN URBAN AND REGIONAL STUDIES (3)**. An overview of the subject matter and methods of investigation of the several disciplines as these relate to the study of cities and regions. Discussions supplemented by presentation of original papers prepared by students. *Fall or Spring*. Weiss.

Courses for Graduates

- 200 **SPECIAL TOPICS IN PLANNING AND URBANISM (3)**. Reading and
201 discussions to provide opportunities to develop new concepts and topics in various aspects of city and regional planning. *Fall or spring*. Faculty.
- 204 **THEORY OF PLANNING I (3)**. Concepts and logic of planning as a professional activity. Critical overview of current theories leading students to development of a personal philosophy applicable to their work as planners. *Fall*. Bergman.
- 205 **THEORY OF PLANNING II (3)**. Construction of methodologies for evaluating various theories of planning and intensive analysis of the North American planning theory literature. Doctoral-level introduction to the area. *Spring*. Goldstein.

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- 207 **PROFESSIONAL COMMUNICATIONS** (Var.). Workshop on effective professional communications skills. *Writing* module focuses on relationship between writer and written work to build personal strength of expression. *Oral/graphics* module focuses on engaging speaker's natural descriptive and persuasive powers, and on using graphics for problem-solving, presentations, and group facilitation. *Spring*. Godschalk, Mengel.
- 209 **PLANNING AND GOVERNMENT (POLI 209)** (3). Seminar on the nature and scope of the planning function in government, with particular emphasis on planning and domestic policymaking in the federal executive branch and its legislative and intergovernmental relationships. *Spring*. Howes.
- 210 **ECONOMIC ANALYSIS FOR PUBLIC POLICY PLANNING** (3). Principles of microeconomic analysis for public policy planning. Emphasis on applications of theory and methods of economic analysis to policy problems in the public sector. *Fall*. Faculty.
- 214 **URBAN SPATIAL STRUCTURE** (3). An introduction to the principal theories and empirical evidence of the contemporary spatial development of metropolitan areas in the United States. Topics include spatial analysis techniques; the locational behavior of industrial, residential, retail and office activities, and public facility location; theories of neighborhood change; the political organization of metropolitan regions; the impacts of demographic and technological change and public policies on urban spatial form in residential neighborhoods; normative and future perspectives on urban spatial form. An analysis of the spatial development trends of a metropolitan area using census and other spatial information sources is a course requirement. *Fall*. Goldstein.
- 219 **ENVIRONMENTAL SYSTEMS ANALYSIS (ENVR 219)** (3). Application of multiobjective programming and planning techniques to environmental and resource management problems. Includes a review of selected management and planning models of water quantity and quality, air quality, land use, and public facilities location. *Fall*. Whittington.
- 222 **PLANNING WORKSHOP (POLI 239)** (3). Problem-solving, client-based course designed to give students experience in applying planning theory and methods to actual problem situations. Types of problems include growth management, land use planning, regional planning, community development, transit management, municipal facilities planning, developing areas planning, infrastructure financing, economic development, and environmental management. Second-year students select the section which most closely relates to their specialization. *Fall or Spring*. Faculty.

- 223A **REAL ESTATE MARKET AND FEASIBILITY (BUSI 217) (3).** Applications workshop focused on the real estate development process in which student teams must demonstrate the feasibility and desirability of a realistic commercial, industrial, residential, office, or mixed-use project. Relevant development issues include developers' goals, the site, location, market demand, development regulations, construction, financing, and investment potential. Public/private projects (codevelopment) are emphasized. *Spring.* Malizia.
- 225 **PUBLIC ECONOMICS FOR PLANNING AND POLICY (3).** The economics of the public sector, including welfare economics and cost-benefit analysis, principles of federal finance, regulation, trade, and related topics. Applies theory to policy problems. *Spring.* Luger.
- 226 **STATE AND LOCAL PUBLIC FINANCE (3).** Introduction to state and local fiscal institutions and analytical tools for designing and evaluating fiscal policies. Theory of local government, public expenditure determination, financial reporting, pension systems, state and local taxes and user charges, and the municipal bond market are covered, stressing the underlying economic theory so as to determine normative and positive criteria for evaluating government policies and institutions. Rigorous examination of specific situations commonly encountered by officials in state and local governments. *Fall.* Faculty.



Alumni and student picnic on the lawn in front of New East Hall.

- 227 **STATE AND LOCAL PUBLIC FINANCE II (3)**. Topics include municipal service delivery systems, advanced treatment of the municipal bond market, tax and expenditure limitations, alternative revenue sources including user fees and development fees, intergovernmental aid. *Spring*. Faculty.
- 228 **URBAN GOVERNMENT FINANCE IN DEVELOPING COUNTRIES (3)**. Fiscal systems throughout the world have been severely strained in recent years, as governments have assumed greater responsibility for providing public goods and services while facing limited financial resources. The developing countries, where needs are greatest and resources are scarcest, have found their finances especially hard-pressed. This course explores a wide range of government finance issues facing developing countries and focuses on the financial, administrative, and institutional capacities of local governments in LDCs to meet this fiscal challenge. *Spring*. Faculty.
- 231 **ENVIRONMENTAL POLICY ANALYSIS (ENVR 253) (3)**. Structure and dynamics of U.S. environmental policy making as they affect environmental management. Legislation, regulation, administration, and the roles of science and analysis in political decisions are presented. Two lecture and two seminar hours per week. *Spring*. Andrews.
- 232 **PUBLIC INVESTMENT THEORY AND TECHNIQUES (ENVR 282) (3)**. Prerequisite, PLAN 210 or equivalent. Basic theory, process, and techniques of public investment planning and decision making, involving synthesis of economic, political, and technologic aspects. Theory underlying benefit-cost analysis, adaption to a descriptive and normative model for planning public projects and programs. Special focus on project evaluation in the Third World. *Spring*. Whittington.
- 233 **NATURAL RESOURCE LAW AND POLICY (ENVR 283) (3)**. An examination of the law of resource use and development, its administration and underlying policies. Particular attention is given to water resources law, regulatory law, and natural resource administration. *Spring*. Heath.
- 234 **WATER RESOURCES PLANNING AND POLICY ANALYSIS (ENVR 284) (3)**. Introduction to water resources planning and management. Emphasis on federal and state water resources policies and development of analytical skills for identification of environmental problems associated with urban water resources development. *Fall*. Moreau.
- 235 **ADVANCED REMOTE SENSING (GEOG 277) (3)**. Computer and field work enhancements of LANDSAT data are emphasized providing "hands on" experience for graduate students interested in remote sensing specializations. Applications of LANDSAT data in a variety of land use categories will promote knowledge and skill in interpretation and problem solving by remote sensing techniques. *Spring*. Walsh.

- 238 **REVITALIZING THE CENTRAL CITIES: PROCESS, PRODUCT, AND POTENTIAL (3)**. Critical examination of processes of urban redevelopment, renewal, conservation, preservation, adaptive reuse, new towns-in-town as they have evolved in the older cities of the United States. Key legislation, public policies, and revitalization programs in the public and private sectors are reviewed through an extensive reading list and consideration of a broad range of city studies. *Fall*. Weiss.
- 240 **LAND USE AND ENVIRONMENTAL POLICY (3)**. History, institutional setting, rationale of state and local land use and environmental policies. Program and policy frameworks, public and private actors, political and market processes, resource utilization concepts, and policy issues in contemporary development and resource management. *Fall*. Burby.
- 241 **LAND USE AND ENVIRONMENTAL PLANNING (3)**. Methods of land and environmental planning at urban and regional scales. Analysis of land use and capability, environmental impacts, population and economic change, and infrastructure capacity. Preparation of land use and critical areas plans. *Spring*. Godschalk and Kaiser.
- 242 **PROJECT AND SITE PLANNING (3)**. Techniques of site analysis, project programming, and arrangement of structures on the land. Workshop covering design and review of urban development projects, within limitations of regulatory standards and market criteria. *Fall*. Godschalk.
- 244 **DEVELOPMENT AND ENVIRONMENTAL MANAGEMENT (3)**. Coordination of public powers and private actions to implement development plans and conserve environmental resources. Regulatory, public investment, incentive, and policy instruments used in land use and environmental guidance systems. *Fall*. Kaiser.
- 245 **DEVELOPMENT IMPACT ASSESSMENT (3)**. Methods for data management and predictive analysis of the environmental, transportation and other infrastructure, fiscal, and social impacts of land development projects. Impact mitigation measures are also examined. *Spring*. Burby and Moreau.
- 247 **NEIGHBORHOOD PLANNING (3)**. Introduction to the rationale and practice of neighborhood planning, including neighborhood level sociological and political concepts, design and conservation, organizational structures for planning, community organizing approaches, government programs and funding, and recent experience. *Spring*. Rohe.
- 251 **REAL ESTATE INVESTMENT AND AFFORDABLE HOUSING (3)**. Fundamentals of real estate investment analysis; techniques of investment analysis, including computer applications and modeling; applications

dealing with the public interest in private investment decisions; the role of tax and other public policies in influencing real estate investments; and affordable housing. Taught by the case method. *Spring*. Stegman.

- 252 **HOUSING AND PUBLIC POLICY (3)**. A theory-based course in housing and market dynamics; the justification for government intervention in the housing market; the structure and operations of the mortgage market and construction industry; the economics of housing markets and housing market analysis; problems of racial discrimination, substandard housing, the homeless, affordability; evaluation of public policies, including rent regulations, housing allowances, and subsidized production programs. *Fall*. Stegman.
- 253 **ISSUES IN HOUSING MARKET-DYNAMICS (3)**. Prerequisite, PLAN 252 or permission of instructor. Detailed inquiry into a number of theoretical issues relating to market dynamics; the formulation, execution, and evaluation of housing policy. Among the possible subjects of investigation are the structure of the housing market, filtering, housing costs, the nature and efficiency of the construction industry, the economics of slums. *Spring*. Stegman.
- 254 **DEVELOPMENT DISPUTE RESOLUTION (3)**. Contemporary methods of resolving development disputes through negotiation, bargaining, and mediation. Techniques and skills applicable to solving controversies over planning and implementation of public and private development projects. *Fall*. Godschalk.
- 255 **THE DEVELOPMENT PROCESS (BUSI 218) (Var.)**. Examination of real estate development from public or private developer's perspective. Process includes stages of activity, decision points, risk control techniques, modelling, and broad-gauged feasibility analysis. Teaching cases used extensively. *Spring*. Stegman and Miles.
- 261 **URBAN AND COMMUNITY ECONOMIC DEVELOPMENT (3)**. Study of local economies as subnational entities with changing and volatile economic structures. Planning strategies to accumulate productive and social capital in the development of local economies and to distribute benefits of development widely. Development concepts, analysis, and individual appraisals of a local economy are stressed. *Spring*. Bergman.
- 263 **DEVELOPMENT PLANNING TECHNIQUES (3)**. Basic analytical techniques for analyzing the development of local and regional economies. Topics include social accounts, indicator construction, location quotients, export base multipliers, shift-share analysis, regional input-output analysis, social and economic impact analysis, and regional economic forecasting techniques. *Spring*. Goldstein.

- 264 **REGIONAL DEVELOPMENT THEORY (3).** Review of theories and models of economic development widely used to explain and understand the development process at the local or regional levels. Theoretical perspectives supporting a mediated view of the relationship between regional economic development and planning in developing areas. Topics include economic base theory, trade theory, location theory and growth poles, product cycle theory, entrepreneurship and innovation theories. *Fall*. Malizia.
- 266 **COMMUNITY DEVELOPMENT PLANNING (3).** Review of social, political and economic theory on the structure, function and operation of the local community. Basic goals of community development planning and public, private and joint approaches to fostering community change or stability are reviewed and criticized. The step-by-step process of community development, including methods of community analysis, community organization, project design and implementation. A term project requires thorough examination of an ongoing community development initiative. *Fall*. Rohe.
- 267 **LOCAL DEVELOPMENT AND FINANCE (3).** Examination of economic and community development from the strategic and project perspectives. In depth consideration of project financing and development finance. Other topics include strategic and contingency planning, project management, market studies, and feasibility analysis. *Spring*. Malizia.
- 268 **COMMUNITY DEVELOPMENT POLICY.** This course is designed to look at the interaction between federal policy and the health of local communities. It begins with a review of community theory and research and then focuses on a number of community development policy issues including displacement, triage, racial discrimination, and dependency. *Spring*. Rohe.
- 269 **EMPLOYMENT AND LABOR MARKET POLICY (3).** The study of how employment planning contributes to an overall understanding of planned interventions that seek to improve the conditions of employment, the size distribution of work-derived income, and the equitable access of economically active populations to such work and earnings. *Spring*. Bergman.
- 272 **ENVIRONMENTAL AND RESOURCE MANAGEMENT IN DEVELOPING COUNTRIES (3).** An examination of environmental and resource policy issues in Third World countries and their relation to economic development prospects. Topics covered include deforestation, desertification, fuelwood crisis and alternative rural energy supplies, river basin development, watershed management and soil erosion, rural water supply, and pesticide regulation. Critical appraisal of donor agency activities and policies. Prerequisite: PLAN 232. *Fall*. Whittington.

- 274 **MICROCOMPUTER APPLICATIONS IN DEVELOPMENT PLANNING (3).** Survey of the uses and potential of microcomputers for planning in developing countries. Issues covered include problems of technology transfer, appropriate technology, design of training courses, and operation and maintenance of equipment. Special emphasis is given to Lotus 1-2-3 and dBase III applications in financial and debt management, national accounts, project management, development budgeting, and population projections. *Fall.* Whittington and Lacey.
- 275 **POPULATION AND HOUSING POLICIES IN THE THIRD WORLD (3).** Methods of analyses and policy issues concerned with population growth and slum and squatter settlements in Third World cities. Topics include demographic techniques, population policies, alternative housing solutions, such as public housing projects, sites and service schemes, and squatter upgrading, and other urban and regional solutions to improve the living conditions of the urban poor. *Spring.* Lacey.
- 277 **NATIONAL DEVELOPMENT PLANNING AND MACROECONOMIC POLICY ANALYSIS IN DEVELOPING COUNTRIES (3).** Review of national planning experiences in developing countries and the work of planning ministries. Includes a detailed examination of national development plans from selected countries. Survey of the major macroeconomic issues confronting developing countries, including trade and tariff policy, monetary policy, debt management, and national tax policies. *Spring.* Whittington.
- 301 **DESIGN OF POLICY ORIENTED RESEARCH (3).** Logic of designing research for the analysis of planning problems and the formulation of public policies. Elements of research design are examined in terms of four major methods: case study, survey research, quasi-experimental designs, and the social experiment. A detailed design of a policy-relevant research study is required. *Spring.* Goldstein.
- 302 **ADVANCED SEMINAR IN RESEARCH DESIGN (3).** Advanced treatment of topics introduced in PLAN 301. *Fall.* Staff.
- 310 **PLANNING SEMINAR (Var.).** Original research, fieldwork, readings, or discussion of selected planning issues under guidance of a member of the faculty. *Fall or spring.* Faculty.
- 311
- 315 **INDEPENDENT STUDY (3).** This course permits full-time graduate students enrolled in the Department of City and Regional Planning who wish to pursue independent study of a research or project nature to do so under the direction of a member of the Department faculty. *Fall or spring.* Faculty.

- 394 DOCTORAL DISSERTATION (credits variable). Faculty.
400 GENERAL REGISTRATION (0).
-

OFFICERS OF ADMINISTRATION THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Christopher Columbus Fordham III, M.D., *Chancellor*¹

Paul Hardin, J.D., *Chancellor*²

Susan Haughton Ehringhaus, J.D., *Assistant to the Chancellor*

Douglass Hunt, LL.B., *Special Assistant to the Chancellor*

David D. Dill, Ph.D., *Assistant to the Chancellor for Planning*

Robert J. Cannon, Ph.D., *Affirmative Action Officer*

Maria A. Young, A.B., *Secretary to the University*³

Brenda W. Kirby, *Secretary to the University*⁴

Donald Arthur Boulton, Ed.D., *Vice Chancellor and Dean of Student Affairs*

Gary A. Evans, B.A., *Vice Chancellor for Development and University Relations*

Howard Garland Hershey, Jr., D.D.S., *Vice Chancellor, Health Affairs*

John Dennis O'Connor, Ph.D., *Vice Chancellor for Research and Graduate Studies
and Dean of the Graduate School*

John Douglas Swofford, M.Ed., *Director of Athletics*

Harold Gene Wallace, M.Div., *Vice Chancellor, University Affairs*

Samuel Ruthven Williamson, Jr., Ph.D., *Provost*⁵

Farris Wade Womack, Ed.D., *Vice Chancellor, Business and Finance*⁵

¹Resigned June 30, 1988.

²Effective July 1, 1988.

³Resigned September 30, 1987.

⁴Effective August 1, 1987.

⁵Resigned June 30, 1988.

The Planning Faculty

- RICHARD N. L. ANDREWS Professor.
 Director, Institute of Environmental Studies.
 Land Use and Environmental Planning.
 A.B., Yale; M.R.P., Ph.D., North Carolina.
- EDWARD M. BERGMAN Professor.
 Director, Institute for Economic Development.
 Economic and Community Development.
 B.S., Michigan State; M.C.P., Ph.D., Pennsylvania.
- DAVID J. BROWER Research Professor.
 Associate Director, Center for Urban and Regional Studies.
 Land Use and Environmental Planning.
 B.A., J.D., Michigan.
- RAYMOND J. BURBY Professor.
 Land Use and Environmental Planning.
 A.B., George Washington, M.R.P., Ph.D., North Carolina.
- F. STUART CHAPIN, JR. Alumni Distinguished Professor Emeritus.
 M.C.P., Massachusetts Institute of Technology.
- DAVID R. GODSCHALK Professor.
 Land Use and Environmental Planning,
 A.B., Dartmouth; B.Arch., Florida; M.R.P., Ph.D., North Carolina.
- HARVEY A. GOLDSTEIN Associate Professor.
 Director, Doctoral Program in Planning
 Economic and Community Development.
 B.S., Columbia; M.A., M.C.P., Ph.D., Pennsylvania.
- JONATHAN B. HOWES Research Professor.
 Director, Center for Urban and Regional Studies.
 Planning and Government.
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The University of North Carolina Sixteen Constituent Institutions

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

History of the University

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

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

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

Beginning in 1877, the General Assembly of North Carolina established or acquired ten additional separately governed state-supported senior institutions of

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

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

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

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



Appendix

RESIDENCE STATUS FOR TUITION PURPOSES¹

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

Every applicant for admission is required to make a statement as to his or her length of residence in North Carolina. A person who qualifies as a resident for tuition purposes under North Carolina law pays a lower rate of tuition than a nonresident. To qualify for in-state tuition, a legal resident must have been domiciled in North Carolina for at least twelve months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The student must also establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of maintaining a mere temporary residence incident to enrollment in an institution of higher education. "Domicile" means one's permanent dwelling place of indefinite duration, as distinguished from a temporary place of abode; it is synonymous with "legal residence."

Procedural Information

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

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

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

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

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

Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Application Process. A person may obtain an application for resident status from his or her admissions office. Applicants for admission who claim eligibility for the in-state tuition rate customarily complete a two-page residency application as a part of the admissions application packet. Some applicants for admission will thereafter be required to complete a further, four-page, residency application. Enrolled students seeking a change from nonresident to resident status are required to complete a four-page residency application. All applications for resident status must be filed with the proper admissions office before the end of the term for which resident status for tuition purposes is sought. The last day of the final examination period is considered the last day of the term.

After filing a resident status application, a person may receive a letter from his or her admissions office requesting more information in connection with that application. When a student receives such a request before the end of the term for which classification is sought, he or she must respond to that request no later than three weeks after the end of the term. If the student receives the request for supplemental information after the end of the term in question, he or she must supply the requested information within three weeks after receipt of the request. Failure to supply the requested information within the specified time limit will result in a continuation of the student's nonresident classification unless good cause is shown for such failure.

The admissions office may require an applicant for admission to file a residency application, or respond to a request for more information, more quickly when residence status is a factor in the admissions decision.

The pamphlet "Information About Resident Status for Tuition Purposes" contains more details about the residency application process and is available at all admissions offices.

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

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

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

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

Erroneous Notices Concerning Classification. 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.

Grace Period. If a student has been properly classified as a North Carolina resident for tuition purposes and, thereafter, his or her state of legal residence changes while he or she is enrolled in a North Carolina

public institution of higher education, the statute provides for a grace period during which the student is allowed to pay tuition at the in-state rate despite the fact that the student is no longer a North Carolina legal resident. This grace period extends for a minimum of twelve months from the date of change in legal residence, and if the twelve-month period ends during a semester or academic term in which the student is enrolled, the grace period extends also to the end of that semester or academic term.

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

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

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

Application of the Law to Specific Situations

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

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

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.

If a person otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the person's spouse, if the spouse has been a legal resident of the State for the requisite twelve-month period.

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

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

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

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

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

- a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and
- b. The person must begin enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.

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

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

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

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

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

MILITARY TUITION BENEFIT¹

Certain members of the Armed Services, and their dependent relatives, who are not residents for tuition purposes may become eligible to be charged less than the out-of-state tuition rate under N.C.

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

Gen. Stat. §116-143.3, the military tuition benefit provision. Any person seeking the military tuition benefit must qualify for admission to UNC-CH and must file an application for the benefit with his or her admissions office before the first day of classes of the term for which he or she initially seeks the benefit. To remain eligible to receive the military tuition benefit, he or she must file another application for the benefit before the first day of classes of the first term in which he or she is enrolled in each academic year. The burden of proving eligibility for the military tuition benefit lies with the applicant for the benefit, and the application and all required supporting affidavits must be complete and in proper order before the first day of classes of the term in question. Because of the time involved in securing the necessary affidavits from the appropriate military authorities, prospective applicants for the military tuition benefit are urged to secure application forms from their admissions offices and begin the application process several weeks before the first day of classes of the term for which they seek the benefit.

Eligibility of Members of the Armed Services. Eligible members of the Armed Services pay a rate of tuition computed by applying a statutory formula which is dependent, in part, on the amount of money payable by their Service employer to them or to the institution by reason of their enrollment. Application of the statutory formula yields the following results: if the service member's education is being fully funded by the Service employer, the amount of tuition owed is equal to out-of-state tuition; if the member's education is not being funded by his or her Service employer, he or she pays an amount equal to in-state tuition; and if the Service employer is providing partial educational funding, the amount of tuition owed depends on the amount of funding contributed by the Service employer.

To be eligible for this military tuition benefit, the individual must

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

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

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

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

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

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

FIREARMS AND OTHER WEAPONS

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

IMMUNIZATION REQUIREMENT

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

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

DRUG POLICY

Students, faculty members, administrators, and other employees of The University of North Carolina at Chapel Hill are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by The University of North Carolina at Chapel Hill. Disciplinary proceedings against a student, faculty member, administrator, or other employee will be initiated when the alleged conduct is deemed to affect the interests of The University of North Carolina at Chapel Hill.

Penalties will be imposed for violation of the policies of The University of North Carolina at Chapel Hill only in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees. The penalties that may be imposed range from written warnings with probationary status to expulsions from enrollment and discharges from employment.

Every student, faculty member, administrator, and other employee of The University of North Carolina at Chapel Hill is responsible for being familiar with and complying with the terms of the policy on illegal drugs adopted by the Board of Trustees. Copies of the full text of that policy are available in the Office of the Assistant to the Chancellor.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

As a general rule, under the federal Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be released from a student's education records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of The University of North Carolina at Chapel Hill.

UNC-CH will disclose personally identifiable information from education records, without the student's prior written consent, to officials of another school or school system in which the student seeks or intends to enroll.

UNC-CH also makes public certain information that has been designated as "directory information": the student's name, address, telephone listing, date and place of birth, major field of study, class, 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. Examples of ways in which some of this information is made public include: names of students who receive honors and awards, who make the Dean's List, who hold offices, or who are members of athletic teams. The annual commencement program publishes the names of degree recipients. The University also publishes the *Campus Directory* annually, and some professional and graduate student groups publish directories of students in their departments or schools.

Students who do not wish to have any or all "directory information" made public without their prior consent, must send the Office of the University Registrar (105 Hanes Hall, The University of North Carolina at Chapel Hill) a signed and dated notice specifying items that are not to be published. To ensure that a listing for the student will not appear in the *Campus Directory*, this notice must be received by the Office of the University Registrar by the end of the registration period for the semester or session of first enrollment or, after an absence, of reenrollment. Such a notice will be honored until the student graduates, ceases to attend, or withdraws from the University unless the student notifies the Office of the University Registrar to the contrary in writing.

Students also have the right to inspect their "education records" as defined in the FERPA regulations. They may not inspect financial records and statements of their parents; confidential letters of recommendation placed in their education records before January 1, 1975 (with some exceptions); or confidential letters of recommendation placed in their education records after January 1, 1975, if they have waived their rights to inspect and review such letters.

A student who believes that information in his or her education records is inaccurate or misleading or violates his or her privacy or other rights may request that the institution amend the records, and if the request is denied, he or she has the right to a hearing. If, after the hearing, the institution decides that the information is not inaccurate, misleading, or violative of privacy or other rights, the student has a right to place a statement in those records commenting on the information in question or giving the student's reasons for disagreeing with the institutional decision. The student may also place such a statement in his or her records in lieu of requesting a hearing. Complaints alleging violations of FERPA rights may also be filed with the U.S. Department of Education.

Questions about FERPA should be addressed to the Legal Adviser to the Special Assistant to the Chancellor, 01 South Building. The text of FERPA and its regulations and the University's FERPA policy are also available for inspection in 01 South Building.

Living in Chapel Hill

A university town of 35,000, Chapel Hill combines the advantages of a small community with the social and intellectual resources of a unique population center of 300,000. The town is part of the Research Triangle, which ranks first among the nation's 100 largest metropolitan centers for the number of Ph.D. scientists and engineers per 100,000 population. The Triangle includes state government in Raleigh, several universities in Raleigh and Durham, and research facilities at Research Triangle Park for major corporations and government agencies.

Graduate students frequently participate in professional, cultural, and intellectual activities involving the three major universities in the area — UNC-CH, Duke University, and North Carolina State University at Raleigh.

Housing

The University maintains housing for single graduate students in Craige Graduate Center, a six-story coeducational residence hall on South Campus. Craige has single and double rooms arranged by a suite system. Kitchens and lounges are located on each floor. Its other facilities include a laundry, game rooms, coffee-house, snack bar, computer terminals, and seminar/study rooms.

Meals are served at Lenoir Hall. Many restaurants are within walking distance of the residence halls and the main campus.

The University also operates apartments for student family housing in Odum Village, one mile south from the center of campus. Rents are modest, and early application is essential.

The University Health Center offers medical and psychological services and maintains a well-appointed infirmary. Students who require specialized services may receive them at N.C. Memorial Hospital, located on campus, at standard charges.

Students may use the University athletic facilities at no additional charge. These include indoor and outdoor swimming pools, tennis, handball and basketball courts, fields for softball and touch football, and an 18-hole golf course.

Information about Craige Graduate Center may be obtained by writing the Department of University Housing, Contracts Office, Campus Box 5500, Carr Building, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-5500. Information about Odum Village may be obtained from the Manager, UNC Student Family Housing, Campus Box 5510, Community Service Building, Chapel Hill, NC 27599-5510.

CALENDAR OF EVENTS

ACADEMIC YEAR, 1988-1989

	Fall Semester, 1988	Spring Semester, 1989
Semester Opens	Wed., Aug. 24	Wed., Jan. 11
Orientation/Acad. Counseling	Sun., Aug. 28	Wed., Jan. 11
Registration	Mon.-Wed., Aug. 29-31	Thurs.-Fri., Jan. 12-13
Holiday, Martin Luther King, Jr.		Mon., Jan. 16
First Day of Classes	Thurs., Sept. 1	Tues., Jan. 17
Holiday, Labor Day	Mon., Sept. 5	
Fall/Spring Recess Begins	Thurs., Oct. 6, 5:00 P.M.	Fri., Mar. 10, 5:00 P.M.
Instruction Resumes	Tues., Oct. 11, 8:00 A.M.	Mon., Mar. 20, 8:00 A.M.
University Day	Wed., Oct. 12	
Thanksgiving Recess Begins	Wed., Nov. 23, 1:00 P.M.	
Instruction Resumes	Mon., Nov. 28, 8:00 A.M.	
Holiday, Good Friday		Fri., Mar. 24
Last Day of Classes	Fri., Dec. 9	Thurs., April 27
Reading Day	Mon., Dec. 12	Fri., April 28
Final Examinations	Tues.-Wed., Dec. 13-21	Mon.-Tues., May 1-9
Commencement		Sun., May 14

ACADEMIC YEAR, 1989-1990

	Fall Semester, 1989	Spring Semester, 1990
Semester Opens	Wed., Aug. 23	Wed., Jan. 10
Orientation/Acad. Counseling	Sat.-Sun., Aug. 26-27	
Registration	Mon.-Wed., Aug. 28-30	Thurs.-Fri., Jan. 11-12
Holiday, Martin Luther King, Jr.		Mon., Jan. 15
First Day of Classes	Thurs., Aug. 31	Tues., Jan. 16
Holiday, Labor Day	Mon., Sept. 4	
University Day	Thurs., Oct. 12	
Fall/Spring Recess Begins	Fri., Oct. 20, 5:00 P.M.	Fri., March 9, 5:00 P.M.
Instruction Resumes	Wed., Oct. 25, 8:00 A.M.	Mon., March 19, 8:00 A.M.
Thanksgiving Recess Begins	Wed., Nov. 22, 1:00 P.M.	
Instruction Resumes	Mon., Nov. 27, 8:00 A.M.	
Holiday, Good Friday		Fri., April 13
Last Day of Classes	Fri., Dec. 8	Thurs., April 26
Reading Day	Mon., Dec. 11	Fri., April 27
Final Examinations	Tues.-Wed., Dec. 12-20	Mon.-Tues., April 30-May 8
Commencement		Sun., May 13

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