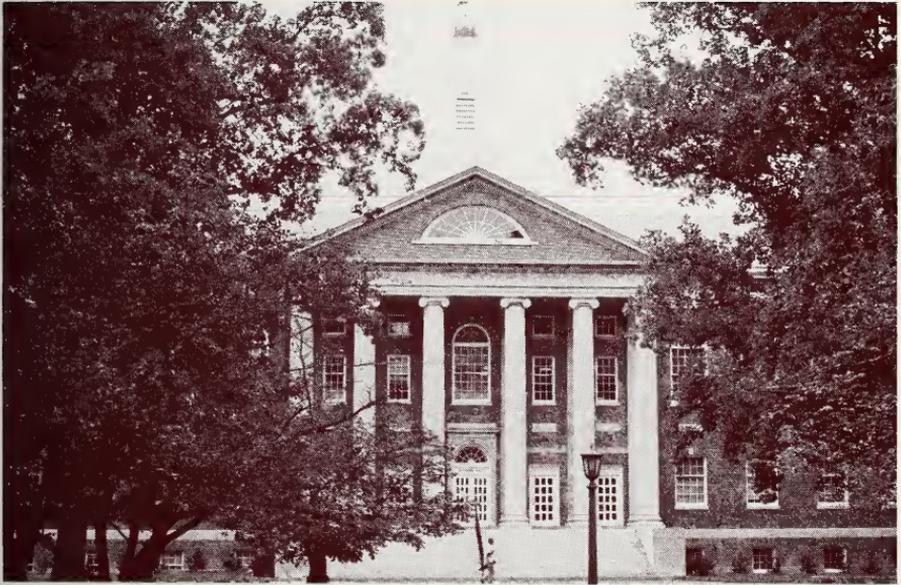

Record of
The University of North Carolina
at Chapel Hill



1989

School of Information
and Library Science

Directory

Mailing Address:

School of Information & Library Science
100 Manning Hall, CB# 3360
The University of North Carolina
at Chapel Hill
Chapel Hill, NC 27599-3360
(919) 962-8366

The Graduate School Office:

The Graduate School
200 Bynum Hall, CB# 4010
The University of North Carolina
at Chapel Hill
Chapel Hill, NC 27599-4010
(919) 966-2611

Student Loans & Federal Assistance:

(not administered through SILS)
Student Aid Office
300 Vance Hall, CB# 2300
The University of North Carolina
at Chapel Hill
Chapel Hill, NC 27599-2300
(919) 962-8396

Student Health Services:

Student Health Services Bldg, CB# 7470
The University of North Carolina
at Chapel Hill
Chapel Hill, NC 27599-7470
(919) 966-2281

On-Campus Housing:

Department of University Housing
Contracts Office, Carr Bldg, CB# 5300
The University of North Carolina
at Chapel Hill
Chapel Hill, NC 27599-5500
(919) 962-5101

Payment of Tuition and Fees:

Cashier's Office
Bynum Hall, CB# 1400
The University of North Carolina
at Chapel Hill
Chapel Hill, NC 27599-1400
(919) 962-1368

International Students Advisory:

International Center
Carolina Union, CB# 5240
The University of North Carolina
at Chapel Hill
Chapel Hill, NC 27599-5240
(919) 962-5661

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Record of
The University of North Carolina
at Chapel Hill



SCHOOL OF INFORMATION
AND LIBRARY SCIENCE

Mission Statement

The University of North Carolina at Chapel Hill

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

CONTENTS

Mission Statement	2
About the Library/Information Field	5
School of Information and Library Science	7
Research and Computation Facilities	7
Student Organizations	10
Visiting Speaker Program	11
Placement	12
Continuing Education	12
Programs of Study	13
Master's Program	13
Post-Master's Certificate of Advanced Study	21
Doctoral Program	23
Courses of Instruction	27
Administration and Staff	35
The University of North Carolina at Chapel Hill	35
School of Information and Library Science Administrative Board	36
School of Information and Library Science Administration and Staff	37
Faculty	38
Adjunct Faculty	43
Emeritus Faculty	44
Visiting Faculty, 1988-89	44
Financial Information	45
Tuition and Fees	45
Housing Information	46
Fellowships and Financial Aid	47
The University of North Carolina	51
Appendix A: University Policies	54
University Calendar	61
Map	64

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

ABOUT THE LIBRARY/INFORMATION FIELD

Information is a crucial resource for individuals and organizations. It is becoming ever more important as we move further into an information-based society. New careers have come into existence; traditional disciplines are in the process of change as demands for information accelerate.

The library/information field is concerned with the movement of recorded knowledge in society and the processes and technologies used in producing, storing, organizing, and disseminating knowledge. It is concerned with human communication and information processing behavior, specifically with the analysis of information needs and information uses of specific groups of people. The field has a professional concern with the design of systems and services to meet the information needs of groups and of individuals.



Evelyn H. Daniel, Dean

The library in its various forms continues as one of the major social agencies for the collection, organization, and dissemination of informational, cultural, and recreational materials. Libraries are experimenting with new ways of doing things and new services. In the process, positions are being restructured; new positions are being created. Other career opportunities are emerging in nonlibrary but information-related activities, such as microcomputer-based information centers, community and government agencies, consulting and brokering services, database producers and vendors, education and training activities, and positions in large organizations dealing with the management of various kinds of information resources.

Librarians and other information professionals must have strong academic preparation, personal commitment to the service of others, the ability to cope with change, and intellectual curiosity and breadth. The curriculum of the School of Information and Library Science

stresses knowledge of management principles and communication skills, a research orientation to problem solving, thorough understanding of the organization of information resources, skill in the use of a range of information technologies, a set of strategies for finding and locating information, and a systems analytic approach to matching human needs to the design of appropriate systems. Professionals are needed who not only understand these technologies, but who are also able to interact well with those who use the information.

Career opportunities are excellent. There is room for both traditional and innovative approaches in library and information work.

Evelyn H. Daniel



Faculty members marching in University Day Ceremonies

THE SCHOOL OF INFORMATION AND LIBRARY SCIENCE

The School of Information and Library Science seeks to advance the profession and practice of librarianship and information science; to make significant contributions to the knowledge and theory of information; and to prepare students for careers in the field of library and information service. Faculty members further these goals by research and scholarly publication; by teaching and advisory work; and by service to the School, the University, the State, and the professional community.

This mission statement guides the activities of the School through four principal programs: (1) the preparation of master's students for professional information work and library service, (2) the opportunity for information and library professionals to engage in individually tailored continuing education, (3) the preparation of doctoral students for research and more advanced positions, and (4) the generation of new knowledge and new understanding about the use of information and libraries in society through a strong research and publication program.

The School is fortunately located within a distinguished University and is supported by the University's resources, which augment and enrich its programs. The University is also a part of the Research Triangle community which includes two other major research universities (Duke and North Carolina State) and the research facilities of a number of major corporations located in nearby Research Triangle Park. The School of Information and Library Science draws on these resources as well, for internships and field work, for additional course provision, for the use of collections and facilities, for employment opportunities, and for expert lecturers and advisors.

The School celebrated its fiftieth anniversary in 1981. It was founded in 1931 with a grant of \$100,000 from the Carnegie Corporation. A second grant of the same amount was provided by the Corporation in 1940 as a permanent endowment fund for the School.

The Master of Science in Library Science degree is accredited by the American Library Association's Committee on Accreditation. The School is an institutional member of the Association for Library and Information Science Education. The University of North Carolina is accredited by the Southern Association of Colleges and Schools.

Research and Computation Facilities

The classrooms, offices, laboratories, and library of the School are located in Manning Hall on the main campus quad. The Institute for Research in Social Science (IRSS) shares Manning Hall and makes its

microcomputers, terminals, and direct job submission facilities available to the School's students. The IRSS Data Library serves as both a research resource and as a laboratory for exploring questions related to the management of machine-readable data.

The Information and Library Science Library contains over 80,000 volumes, 3,000 journal titles, numerous microfilms, and many other items on all aspects of library and information science. Special collections of current and historical materials in children's and young adult literature are maintained. A collection of nonbook materials supplements the book collections. The library has H. W. Wilson's *Library Literature* on CD-ROM.

Students also use the University's Davis Library, the Undergraduate Library, the Wilson Library for archives and special collections, and a number of departmental libraries. The University Libraries contain over 3,500,000 bound volumes and over 2,700,000 microforms, which constitutes one of the most important collections in the South.

In addition, the library resources of Duke University and North Carolina State University at Raleigh are available to students through a cooperative online catalog developed by the Triangle Research Libraries Network.



The Walter Royal Davis Library

Using the Children's Collection



*SILS Librarian, Elizabeth Laney (left)
and Library Assistant, Libby Grey*

The School operates two instructional laboratories for the exclusive use of Information and Library Science students. The Bibliographic Control Laboratory, adjacent to the School's Library, provides an online catalog terminal for access to OCLC. The Microcomputer Laboratory, located in a suite of three rooms on the second floor, is composed of a mix of approximately 20 PC and Macintosh workstations. A Local Area Network (LAN) connects each workstation to a central file server where a large collection of software is available, including word processing, database/text management, statistical analysis, telecommunications, graphics, and programming language packages. A laser printer and a CD-ROM drive are also available through the lab LAN. Information and Library Science students staff the lab and provide assistance with software and hardware problems.

The UNC Microcomputing Support Center provides additional microcomputing support services, including a number of staffed laboratories located across campus. Generous computing time is available through the University Academic Computing Services, located on campus, housing a Convex minisupercomputer, IBM mainframes, and DEC minicomputers. There is access to a Cray supercomputer which is located at the Microelectronics Center of North Carolina in Research Triangle Park, and jointly owned by a consortium of the research universities in the state.

Student Organizations and Participation in the Work of the School

The community of students, faculty, and staff at the School of Information and Library Science works closely together, providing a stimulating environment for learning and also in planning for the future development of the School. All committees within the School have student representation.

Information and Library Science Student Association

The Information and Library Science Student Association (ILSSA) provides a forum for discussion and action relating to School policies and issues, and is active in planning social events and career investigation opportunities. The ILSSA publishes *The Galley* to keep students and faculty informed of current activities and issues.

Special Libraries Association

The UNC student chapter of the Special Libraries Association exists to educate and involve students in special libraries and information centers. A special library is one that serves a specific clientele in any discipline area, such as business, the arts, science, or math. Special libraries or special collections are located within government, industry, educational institutions, museums, and many other agencies. The student chapter sponsors monthly tours to area special libraries. Membership in a student chapter of Special Libraries Association helps to establish a close relationship with the state and national organization.

American Society for Information Science

Students have the opportunity to join the student chapter of the American Society for Information Science (ASIS). Recognizing the diverse needs of information professionals who collect, store, analyze, organize, and distribute information, ASIS supplies members with the latest research findings, policies, systems, and techniques for information storage and retrieval. The student chapter plans tours of local information agencies.

Alumni Association

The School's Alumni Association provides a network connecting present students with alumni. The Association assists the School in welcoming new students and in the provision of scholarship support, internship opportunities, career information, and job placement notices. Through its publication, *News from Chapel Hill*, and its sponsorship of reunions at major professional association meetings, the Association facilitates communication among the School's alumni.

Beta Phi Mu

The Epsilon Chapter of Beta Phi Mu, the international honorary fraternity in library science, is located at The University of North Carolina at Chapel Hill, and takes its members from the graduating class of the UNC School of Information and Library Science. To be eligible for membership, a student must maintain an academic average equal to 3.75 on a 4.00 scale, have shown professional promise, and be recommended by the faculty.



The Wilson Library for Special Collections

Visiting Speaker Program

Throughout the academic year, the School augments its regular academic program with distinguished speakers at colloquia, workshops, and informal "brown bag lunches." These speakers include members of the faculty of the School and library and information leaders and scholars from other parts of the country and the world.



Classroom Setting in Manning Hall

Placement

The School of Information and Library Science works closely with the University Career Planning and Placement Services to assist its graduates in securing professional employment. All students desiring placement services from the School should register with the University Placement Services early in their program. The School's Director of Alumni and Public Relations assists in the area of placement by providing information concerning the various areas of opportunity and their relation to the SILS program. The School solicits and maintains current information on employment opportunities for its students and graduates.

Continuing Education

Continuing education for librarianship and allied information activities is an important instructional objective in this era of rapid technological advancement. The School hosts periodic workshops and colloquia which are available to both current students and practitioners. The School participates in the cooperative North Carolina Library Staff Development Program, which provides short courses to practicing librarians at various locations throughout the state of North Carolina. The School's formal program for providing continuing education to library and information professionals with the master's degree is described later in this *Record* under "Programs of Study." The post-Master's program leads to a Certificate of Advanced Study degree. Practitioners may also elect to take individual courses without being enrolled in the degree program.

PROGRAMS OF STUDY

Master's Program

The School of Information and Library Science offers two degree tracks at the master's level, the Master of Science in Library Science and the Master of Science in Information Science. There is often an overlap of the career and educational objectives of the Library Science and Information Science tracks. The major purpose of the master's program is to prepare students for professional employment in library and information service, although research and publishing activities are highly encouraged, especially as they relate to professional and career development.

Library Science Track: Statement of Purpose

The Master of Science in Library Science degree is designed to prepare students for work involving the collection, organization, storage and retrieval of recorded knowledge for a variety of individuals and groups. Analysis and design skills are emphasized.

The Library Science track is intended to prepare students for careers in library service in areas such as library administration, archives and documents librarianship, cataloging and organization of materials, public and reference services, acquisitions and collection management, children's librarianship, manipulation and access of online database information, special collections, and subject areas. The graduate of the program should be prepared to practice these skills within various settings: academic, public or special libraries, information centers, or school library media centers.

Library Science Track: Educational Objectives

Successful completion of the library science degree track requirements will prepare the student to:

- Demonstrate a professional attitude toward his/her career, including a concern for the ethical issues involved, and a commitment to individual professional development and continuing education.
- Exhibit a knowledge of current research in the field, be able to examine it critically, and to apply the results to professional duties.
- Use basic research methodologies to carry out research projects relevant to professional duties and to professional growth.
- Examine with constructive criticism both traditional and innovative methods to meet the needs of the present and to plan for the future.

- Apply the general principles which underlie the specific professional library and informational services to problems presented by:
 - a. various kinds of agencies, including public, academic, school, special libraries, and information centers.
 - b. differing functions, including administrative, technical, and public service.
- Demonstrate knowledge and ability in a selected area of librarianship or information science where a program of specialization has been selected.
- Identify needs, and plan, administer, and evaluate information services and programs for given user groups.
- Develop collections of media appropriate to the subject matter and to the public served.
- Adapt to the functions of the library the technological advances of information science and communication.

Information Science Track: Statement of Purpose

The Master of Science in Information Science degree track focuses on general problems of information science, which may or may not be related to a library or information agency. It is intended to prepare students for careers involving information retrieval, organization of information, language and computer processing, communications, and information resources management.



New students are welcomed at Orientation

Information Science Track: Educational Objectives

- Demonstrate a theoretical knowledge of information science, including the theory of information storage and retrieval; systems science; and social, political, and ethical implications for information systems.
- Contribute to the design, development, and maintenance of information systems and networks.
- Provide leadership in the development of new technology and new applications relating to the delivery of information to users.

Admission to the Master's Program

Meeting all of the stated requirements for admission listed below will not necessarily ensure actual admittance to the Master's program, since the University imposes restrictions on the number of students permitted to enroll in the School of Information and Library Science. Nor does failure to meet all of the stated requirements necessarily imply rejection. Each year a limited number of students are admitted on the basis of high motivation, unusual promise for the profession, or the possession of special characteristics needed in librarianship. If you do not meet the stated requirements but feel that your application merits consideration because of special qualifications, you are encouraged to submit application materials accompanied by a statement explaining the reasons for asking that the requirements be waived.

Requirements for Admission

1. A bachelor's degree from an accredited college or university in this country, or its equivalent from a foreign institution.
2. A GPA of 3.0 or better on a 4.0 point scale in the last two years of the college program as well as in the major field of study.
3. Acceptable score on the Aptitude Test of the Graduate Record Examination (combined score on the Verbal and Quantitative sections), taken within the five years preceding application.
4. A strong *liberal arts* and science background is highly desirable (concentration in areas other than professional courses such as library science, education, home economics, or *applied art*, music, business, religion, etc.). The School reserves the right to request additional liberal arts credits if the credits are severely deficient.

NOTE for the Information Science track: Some quantitative work in mathematics or computer science is desirable, including a computer programming course.

Application for Admission

In order for an applicant to be considered for admission to the Master's program, the following application materials must be submitted:

1. A Graduate School application.
2. A School of Information and Library Science application.
3. Transcripts of all academic work, sent from the institutions.
4. Scores on the verbal and quantitative sections of the Aptitude Test of the Graduate Record Examination taken within the past 5 years.
5. A brief essay indicating why you are interested in library/information work as a career (maximum of 500 words).
6. Three letters of reference, at least two of which should be from persons having first-hand knowledge of your academic capabilities.

No action is taken on an application until all materials have been received.

The School of Information and Library Science admits students for matriculation in the fall, spring, and summer semesters. Entrance into the program is recommended for the fall semester, when most of the introductory courses are offered and when financial aid awards begin. For fall semester admission with consideration for financial aid awards, the application deadline is February 1st. For admission to the School, without consideration for financial assistance, applicants should meet the following deadlines:

Fall (August)	July 1
Spring (January)	December 1
Summer (May & June)	April 1

An interview with a member of the faculty of the School, or with a person designated by the School, may be required of any applicant. Members of the faculty and staff may be consulted about admission requirements and program schedules by appointment, arranged by the School Office. Office hours are maintained 8:00 a.m.-5:00 p.m., Monday through Friday.

All candidates for admission will be approved by the School of Information and Library Science and by the Graduate School office. The Graduate School notifies applicants of its action on all applications for admission. Requests for application forms and for further information should be made to Student Services of the School of Information and Library Science (see Directory on inside front cover).

A nonrefundable application fee of \$35.00 must be submitted with the application for admission. If you are offered admission your place will be reserved by the payment of a \$25.00 nonrefundable deposit which is credited toward the first semester's tuition.

Financial Aid

Financial aid awards, service and nonservice, are available from the Graduate School (University-wide competition) and from the School of Information and Library Science. (See "Fellowships and Financial Aid," page 47.) **For financial aid consideration, the deadline for receipt of all application materials is February 1st.** Awards are then made for the following academic year, beginning in the fall semester. Applicants compete for these awards based on academic merit.

Information for International Applicants

Applicants whose native language is not English are required to submit scores on the Test of English as a Foreign Language (TOEFL) in addition to the usual requirements. The minimum TOEFL score required for admission is 550, with a minimum score of 50 on each of the three sections of the test. An applicant may substitute proof of having received a degree from a university in the United States for the TOEFL score.



Gail McClenney (3rd from left) marches on University Day as the President of the Information and Library Science Student's Association

In addition, each new student must take the University's English Proficiency Test at the beginning of the first semester of study and, if not successful, enroll in and attend a noncredit course entitled "English for Foreign Students" (Linguistics 116X). Linguistics 116X, lasting through the student's first semester, is designed to improve English communication skills and thereby enhance the student's capabilities as a graduate student. If the course is not passed, it must be taken again.

Degree Requirements

The Master of Science degree requirements for both tracks as listed below must be fulfilled within five years from the date of enrollment.

1. Forty-eight semester hours of graduate-level coursework. (Breakdown below)
2. Two semesters of residence, as described in the Graduate School Catalog.
3. Admission to candidacy, by filing an acceptable application, early in the final semester of residence.
4. Completion of a satisfactory comprehensive examination in the field of information and library science.
5. Completion of the Master's paper.

In planning a course of study, all students should consult the current Courses of Instruction list to determine which prerequisites are required for advanced courses in their chosen specialization.

Coursework Requirements: Library Science Track

Required Courses

- LIBS 101 Foundations: Philosophy & Theory of Information
(should be taken during the first semester)
- LIBS 102 Introduction to Computing for Information Use
(should be taken during the first semester)
- LIBS 201 Research Methods
(taken after completion of 12 semester hours)
- LIBS 299 Field Experience. Supervised practical working experience
(taken after completion of 24 semester hours)

Highly Recommended Basic Courses

- LIBS 111 Information Resources
- LIBS 131 Management of Information Agencies
- LIBS 151 Organization of Materials I
- LIBS 158 Online Databases

Electives

The remaining semester hours are electives, to be selected from the School's "Courses of Instruction" list, or possibly from other graduate departments of the University (see restriction in following section). Students will generally develop an area of concentration and take at least 4 of the courses (12 semester hours) within that area. Some of the specializations have additional required courses, which will reduce the number of elective hours. The required Master's paper may be completed as part of an independent study course (LIBS 300).

Coursework Requirements: Information Science Track

Required Courses

- LIBS 101 Foundations: Philosophy and Theory of Information
(should be taken during the first semester)
- LIBS 102 Introduction to Computing for Information Use
(should be taken during the first semester)
- LIBS 176 Information Models
- LIBS 201 Research Methods
(taken after completion of 12 semester hours)
- LIBS 207 Information Structures

Highly Recommended Basic Courses

- COMP 114 Intermediate Programming
- LIBS 158 Online Databases
- LIBS 162 Systems Analysis

Depending upon the area of concentration chosen, the following courses may be needed as prerequisites: COMP 14 (not graduate-level credit); LIBS 111 Information Resources; LIBS 131 Management of Information Agencies; LIBS 151 Organization of Materials I.

Area of Concentration

Students are encouraged to take four to six advanced courses (12 to 18 semester hours) in an area of concentration. Currently, five areas of concentration are offered for specialization:

- Information Retrieval
- Organization of Information
- Communications
- Language Processing
- Information Handling

Electives

The remaining semester hours are electives, to be selected from the School's "Courses of Instruction" list, or from other graduate departments of the University (see restriction in following section). The required Master's paper/project may be completed as part of an independent study course (LIBS 300).

Graduate Credit from Outside SILS

Transfer of up to twelve semester hours of graduate credit from approved institutions may be permitted in accordance with Graduate School regulations. Students should initiate any request for approval of transfer credit with their faculty advisers at the time they plan their program of study. Students must present transcripts indicating the work has been completed. Course descriptions from the official record of the transferring university are helpful, so that SILS faculty members can assess how the coursework meets the School's requirements.

With permission from their adviser and the Dean, students may elect to take graduate courses in other departments and schools, at the other campuses of the University, or at Duke University. The library and information science content should total at least thirty-six semester hours of the total forty-eight semester hour program.

Library Science Track: Specialization Requirements

Certification of Public Librarians

To work in a public library in the state of North Carolina, it is necessary to receive certification from the North Carolina Public Librarian Certification Commission. The M.S. in L.S. degree from the School of Information and Library Science, with course work in cataloging, reference, book selection, bibliography, multimedia materials, and library administration, meets the requirements. Students who wish to receive certification should consult with Mary Cameron, Director of Alumni and Public Relations, about the procedures for submitting applications.

Certification for School Librarians

Librarians working in public schools, and in many private schools, in most states must be properly certified. In many states, including North Carolina, this involves certification as a classroom teacher and as a school librarian (media coordinator), in addition to receiving the M.S. in L.S. degree. Students who wish to obtain certification should consult with Dean Evelyn Daniel on the proper certification procedures. This should be considered early in the student's program, so that appropriate courses are selected.

Certificate of Advanced Study

The Certificate of Advanced Study in Library and Information Science is a post-master's degree that is designed for practitioners who seek an articulated and systematic continuing education program to enhance their professional career development in areas of library and information service. The Certificate program will be tailored to the individual's previous education, experience, and career intentions. This post-master's program is distinct from the Ph.D. degree in library science which seeks to educate people for positions in research and teaching.

Educational Objectives

The Certificate of Advanced Study is intended to:

- Provide the opportunity for a systematic update and upgrading of a working professional's knowledge in library and information science.
- Provide the opportunity to develop a specialty in a subject discipline or in a library/information function.
- Provide the opportunity for an individual to redirect a career path or to enrich and strengthen demonstrated capabilities in a career path.

Admission to the Post-Master's Program

Applicants who seek to pursue the post-master's certificate must have completed a master's degree in either library or information science with a grade point average of 3.0 or better (on a 4.0 scale). Evidence and forms required:

1. A Graduate School application.
2. A School of Information and Library Science application.
3. Transcripts of all academic work, sent from the institution.
4. A brief essay stating career goals and area of study interest.
5. Three (3) letters of reference.
6. An interview may be required.

Applications are reviewed by the School faculty and recommendations for admission made to the Graduate School. No action is taken on an application until all materials have been received.

Program Content

The post-master's program consists of thirty (30) semester hours of course work selected from upper-level master's and doctoral courses currently offered by the School and from other departments of the University on the basis of the individual's needs and objectives.

The certificate program is intended to be part-time. Special courses which are particularly applicable for the program will be offered during the summer sessions and during the evenings and weekends, to accommodate regular working schedules.

The flexibility of the program will be important as prospective students will come from very different backgrounds and have different needs. However, competencies in research methods, management, and use of information technology are assumed to be a necessary part of each individual's program. Beyond that, course selections will be tailored to meet individual needs and objectives.

Certificate Requirements

1. Satisfactory completion of thirty (30) semester hours of graduate-level course work.
2. An oral examination, based on all completed work, which will be administered and evaluated by faculty of the School.
3. A knowledge of computing for information use equivalent to that required for the M.S. in L.S. degree. May be satisfied by completing LIBS 102.

There is no thesis required; there is no foreign language requirement. All work toward the degree will be completed within five (5) years of the date of first matriculation. The successful candidate will be awarded the "Certificate of Advanced Study."

Further Information

Professor and Dean Emeritus Edward G. Holley is the Program Director, and may be consulted for program content recommendations. For application materials and general admissions information, contact Student Services at the School (see Directory on inside front cover).

Doctoral Program

Purpose of the Program

The doctoral program in the School of Information and Library Science is designed to prepare students for productive and independent research, and for scholarly and creative leadership in libraries, library and information systems, library schools, and other information-related agencies.

Scope of the Program

Each student's program, developed in consultation with a faculty advisory committee, is tailored to the individual. Among the possible areas for study are scholarly communication, social studies of information, the management of libraries, library automation, information retrieval, analysis and provision of library materials, library history, and services and materials for children and young adults. Interdisciplinary programs are encouraged. Some of the more popular combinations are with history, education, computer science, business, medicine, and the social sciences.

Admission to the Doctoral Program

Approval of admission is based upon an assessment of the totality of the evidence in support of the application rather than on a consideration of isolated particulars. Normally, the required evidence will include:

1. A Master's degree or equivalent in an academic or professional field of study from an institution of recognized standing.
2. A record of superior performance in the applicant's previous academic preparation.
3. Satisfactory scores on the quantitative, verbal, and analytic sections of the Graduate Record Examination, taken within the five years preceding application.
4. An interview, to be held at Chapel Hill, if possible.

Credentials Required

1. Application forms and supporting documents required by the Graduate School, letters of reference, personal vita, copies of publications, if any.
2. A written statement from the applicant setting forth his or her academic and professional goals.

All credentials required for admission should be received by *March 1*; by *January 1* if University-administered fellowships are sought.

Skills Required

The student must have the following skills before entering the program or must acquire them early in the program. If these are acquired through course credit, this credit will not count toward the degree.

- A reading knowledge in those foreign languages needed for research and teaching in the student's area of specialization. The requirement may be met by satisfactory transcript evidence or by examination.
- A knowledge of computing equivalent to that required in the School's M.S. in L.S. Degree Program. The requirement can be met by a record of formal course work, by a demonstration of competence gained through actual computer experience, or by successful completion of recommended academic work taken in the first semester of residence.

Financial Aid

Financial aid comes from two sources: 1) University-wide fellowships, for which all schools and departments may compete; and 2) fellowships and assistantships designated exclusively for students in the School of Information and Library Science. See pages 47–50 of this *Catalog* for more specifics.

Students who wish to be considered for the University-wide fellowships should submit their complete file of information by *January 1*; School-administered assistance is awarded after the regular application deadline of *March 1*.

Information for International Applicants

Applicants whose native language is not English are required to submit scores on the Test of English as a Foreign Language (TOEFL) in addition to the usual requirements. The minimum TOEFL score required for admission is 550, with a minimum score of 50 on each of the three sections of the test. An applicant may substitute proof of having received a degree from a university in the United States for the TOEFL score.

In addition, each new student must take the University's English Proficiency Test at the beginning of the first semester of study and, if not successful, enroll in and attend a noncredit course entitled "English for Foreign Students" (Linguistics 116X). Linguistics 116X, lasting through the student's first semester, is designed to improve English communication skills and thereby enhance the student's capabilities as a graduate student. If the course is not passed, it must be taken again.

Degree Requirements

1. **Course work** – Normally a student will take a minimum of thirty-six hours of formal courses, reading courses, or directed research exclusive of the dissertation. With faculty advice, the student will choose appropriate graduate courses from those listed in “Courses of Instruction” in this *Catalog* and from the *Catalog of the Graduate School*. All courses offered for credit towards the degree must be at the graduate level.

Required courses are:

- LIBS 302 Methodologies for Research
- LIBS 304 Seminar in Theory Development
- LIBS 306 Seminar in Issues and Trends

In addition, all Ph.D. students will be required to take at least six hours of statistics including an introduction to descriptive and inferential statistics, analysis of variance, and computational techniques, or to demonstrate the equivalent knowledge by taking one advanced course. The School maintains a list of acceptable statistics sequences.

2. **Grades required** – Academic performance in the program must conform to the Graduate School requirements for all graduate students.
3. **Credit accepted for transfer** – Transfer of credit from other institutions is governed by the requirements of the Graduate School. No credit beyond that earned in a Master’s program may be transferred from an institution that gives the Master’s as its most advanced degree in the subject. All transfer courses must have been completed within the eight-year time frame (see below, “Length of Time Required”).
4. **Foreign language skills** beyond the admission requirements may be required if the needs of the student’s research or study plans so dictate.
5. A **comprehensive oral and written qualifying examination** is required as a condition of admission to candidacy. The content of the examination is determined by a faculty committee and will focus on the student’s area of research interest. It will also draw upon selected areas of information and library science. The examination is in two parts—a written and an oral. The written exam is given prior to the oral exam. The examination may not be taken earlier than the semester in which the student is in the final stages of course work.
6. Successful completion of a **doctoral dissertation** approved by the student’s dissertation committee is required. It represents an original contribution to knowledge involving identification and

definition of a researchable topic, application of an appropriate research methodology, organization and analysis of data relevant to the topic under investigation, and a presentation and interpretation of the data which meets the standards of scholarly work.

7. **A final oral examination** in defense of the dissertation, which is open to the University community, is also required. This is administered by the student's dissertation committee, which normally includes scholars from outside the program.

Length of Time Required

It is possible for a well-prepared and highly motivated student to secure the degree within a period of three years of study and research. All work credited toward the degree must be completed within eight years from the date of first registration or accepted transfer credit.

It is highly desirable that a doctoral student be in residence at the University during the entire program, or at least during the year in which the proposal for the dissertation is prepared. Students may enter the program on a part-time basis but must meet the University's residence credit requirement before completing the degree.

Further Information

Prospective doctoral students are encouraged to write to Evelyn H. Daniel, Dean, for answers to specific questions and to arrange for a preliminary visit and interview, if possible.



Some of our faculty members in regalia

COURSES OF INSTRUCTION

Courses for Undergraduate Students

- 92 Survey and Evaluation of Materials for Children: Early Childhood (3).** A survey of materials for children, designed for prospective teachers enrolled in the program in Early Childhood Education. Steinfirist.
- 93 Survey and Evaluation of Materials for Children: Intermediate Grades (3).** A survey of materials for children, designed for prospective teachers enrolled in the program in Early Childhood Education. Kingsbury.

Courses for Graduates and Advanced Undergraduates

- 101 Foundations: Philosophy and Theory of Information (3).** Introduction to information and the information profession; the study of how information is transmitted, acquired, organized, retrieved, managed, and used. Staff.
- 102 Introduction to Computing for Information Use (3).** Study of the information processes that use computers in libraries and information systems. Development of skill in text processing and database management systems. Introduction to programming. Wildemuth.
- 103 Information Systems in Language Research (Computer Science 119X) (3).** Prerequisite, Computer Science 14 or equivalent. Concepts of information and information processing as they relate to language research in the humanities and social sciences. Hardware and software systems for language research. Programming projects required. Staff.
- 107 Modern Publishing and the Book Industry (3).** Functions of the modern book publishing organization; techniques of book production including the uses of automation; bookselling; the challenges of other media. Brief consideration of the history of American publishing. Staff.
- 108 History of Books and Libraries (3).** The history of human communication focusing on the origin and development of the book and the origin and development of libraries and librarianship. Holley.

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- 110 Selected Topics** (3) Members of the faculty. Courses offered during 1986-88 include:
- 110 (40) Telecommunications Systems.** (3) Losee.
- 111 Information Resources** (3). Introduction to the analysis, use, and evaluation of information resources. Covers various forms of recorded knowledge with attention to complementary computer-based and micrographic sources. Kingsbury.
- 115 Natural Language Processing** (Computer Science 171) (3). Prerequisite, Computer Science 14 or the equivalent. Statistical, syntactic, and semantic models of natural language. Tools and techniques needed to implement language analysis and generation processes on the computer. Staff.
- 120 History of Children's Literature** (3). A survey of children's literature in English from the Middle Ages through the nineteenth century. Steinfirst.
- 122 Young Adult Literature and Related Materials** (3). A survey of print and nonprint library materials particularly suited to the needs of adolescents. Steinfirst.
- 123 Children's Literature and Related Materials** (3). Survey of literature and related materials for children with emphasis on 20th-century authors and illustrators. Kingsbury.
- 125 Nonbook Media as Library Resources** (3). Principles of selecting, acquiring, organizing, storing, and using audiovisual materials in libraries of all types and in materials centers. Materials discussed include films, video-recordings, filmstrips, slides, microforms, audiorecordings, and graphics. Staff.
- 131 Management of Information Agencies** (3). An introduction to management in libraries and other information agencies. Topics to be studied include planning, budgeting, organizational theory, information sources for managers, staffing, leadership, organizational change, and decision making. Moran, Carpenter, Chatman.
- 143 Microcomputers in the School Library Media Center** (3). Identifies media center functions for automation; analyzes planning considerations; selects and evaluates existing software; determines equipment hardware; and evaluates implementation procedures and resulting applications. Staff.
- 145 Administration of the School Library Media Center** (3). Administration of elementary and secondary school library media programs. Considers program planning and evaluation, policies and procedures for management, staffing, facilities, and budgeting. Staff.

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- 151 Organization of Materials I (3).** An introduction to the problems of organizing information and collections of materials. Formal systems for cataloging and classifying are studied. Saye.
- 158 Online Databases: Use and Evaluation (3).** Examination of the underlying structure of commercial online databases and their retrieval languages; experience in using these databases. Wood.
- 162 Systems Analysis (3).** Applications of structured systems analytic techniques to the study and description of library operations. Methods for determining the appropriateness of software packages for library automation are considered. Losee, Wildemuth.
- 165 Records Management (3).** Prerequisite, LIBS 101, LIBS 102, or equivalent. Introduces the principles of records center design, records analysis and appraisal, filing systems, reprographics and forms, reports, and correspondence management. Legal issues and the security of records are also covered. Saye.
- 172 Information Retrieval (Computer Science 172) (3).** Prerequisite, LIBS 102, Computer Science 14, or equivalent. Study of information retrieval and question answering techniques, including document classification, retrieval and evaluation techniques, handling of large data collections, and the use of feedback. Losee.
- 174 Telecommunications Systems (3).** Prerequisite, LIBS 102 or permission of instructor. Digital and analog forms of electronic communication. Design and performance of networks and their relationship to libraries and information agencies. Losee.
- 176 Information Models (3).** An introduction to information science surveying its various representations and information flows and examining major analytical techniques used in the field. Losee.
- 201 Research Methods (3).** An introduction to research methods used in library and information science. Includes the use of packaged computer programs (SAS or SPSS) for statistical analysis, and the writing of a research proposal. Moran, Shaw.
- 204 International and Comparative Librarianship (3).** The concepts of the library's role in other countries; trends in international cooperation; American participation in international library-related organizations and programs. Carpenter.
- 207 Information Structures (3).** Prerequisite, LIBS 102, LIBS 201, or equivalent. An introduction to the quantitative analysis of the elements of written communication. Relationships among these elements are applied to problems in automatic classification, document retrieval and indexing, and scholarly communication. Shaw.
- 216 Reference and Information Services (3).** Administrative and professional responsibilities in the provision of reference and information

services; includes policy development and implementation styles of communication and linkage, ethics, integration of information technologies, assessment, and evaluation. Staff.

- 220 Storytelling: Materials and Methods** (3). Prerequisite, permission of instructor. The storyteller as an agent in the transmission of culture. Experience in selecting, adapting, and presenting materials from the oral tradition and modern literary sources. Opportunity for more intense study by each student of the customs and folklore of a single culture. Kingsbury.
- 222 Science Information** (3). Prerequisites, LIBS 111 and LIBS 158. Survey of the communication of scientific information and the information sources in the physical and biological sciences; emphasis on major bibliographic and fact sources including online reference services. Wood.
- 223 Social Science Information** (3). Prerequisite, LIBS 111, LIBS 158, or permission of instructor. Survey of the social sciences, their development, and selected major figures. Emphasis on bibliographic resources including online reference services and numerical databases. Site visits to special collections. Carpenter.
- 224 Humanities Information** (3). Prerequisite, LIBS 111. A survey of informational materials in the arts and humanities. Attention to reference resources, including online bibliographic services. Broadus.
- 225 Health Sciences Information** (3). Prerequisite, LIBS 111, LIBS 158, or permission of instructor. A survey of information used in the health sciences disciplines and professions. The organization of sources, current techniques, and tools for its control including online databases. Staff.
- 227 Business Information** (3). Prerequisite, LIBS 111, LIBS 158, or permission of instructor. A survey of print and nonprint materials used in business. Attention to use of information provided from online databases. Strauss.
- 228 Public Documents** (3). A survey of the major publications of the United States federal government, United Nations, United States government, and British government, with attention to the selection, classification, and administration of a document collection. Kessler.
- 229 Law Libraries and Legal Information** (3). Prerequisite, LIBS 111. An introduction to the legal system and the development of law libraries, their unique objectives, characteristics, and functions. The literature of Anglo-American jurisprudence and computerized legal research are emphasized as well as research techniques. Gasaway.

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- 231 Advanced Management of Information Agencies** (3). Prerequisite, LIBS 131. Economic and behavioral aspects of information agency management, focusing on productivity and the quality of service. Selected financial practices and performance measures. Moran.
- 232 Library Effectiveness** (3). Prerequisite, LIBS 201 recommended. Application of systematic analytical methods to the problems of management and organization. Emphasis on the use of selected techniques in designing the solutions to problems in library and information service. Shaw.
- 234 Human Resources Management** (3). Prerequisite, LIBS 131. An in-depth look at the management of human resources in libraries and other information agencies. Includes topics such as recruitment, hiring, job analysis, performance appraisal, training, and compensation. Moran.
- 235 Library Buildings and Equipment** (3). The planning of buildings for all types of libraries; selection and purchase of equipment; analyses of existing examples of good and bad results. Broadus.
- 241 Administration and Supervision of Public School Library System** (3). The principles and problems in system-wide school library service, together with the functions and duties of coordinators and supervisors of school libraries. Staff.
- 242 Role of the School Library Media Specialist in Curriculum Implementation** (3). Considers the curriculum implementation and teaching roles of the media specialist including the development of multimedia collections and the instruction media retrieval programs. Staff.
- 243 Administration of Public Library Work with Children and Young Adults** (3). Objectives and organization of public library services for children and young adults; designed for those who may work directly with young people or who intend to work in public libraries. Staff.
- 251 Organization of Materials II** (3). Prerequisite, LIBS 151, pre- or corequisite, LIBS 102. Examination of underlying principles and consideration of future trends in the reorganization of information and materials. Training in original cataloging and classification, and online systems. Saye.
- 253 Collection Development in Public and Small Academic Libraries** (3). Selection and use of books, periodicals, and other materials (except reference) on all subjects, for adults in public and small academic libraries. Broadus.
- 256 Database Systems** (3). Prerequisite, LIBS 102 or equivalent. A study of database models including relational, hierarchical, and

network; normalization techniques, query languages, and entity-relationship theory. Wildemuth.

- 258 Advanced Online Retrieval (3).** Prerequisite LIBS 158. In-depth investigation of topics in online information retrieval with emphasis on managing search services and assisting and evaluating others in acquiring knowledge and experience in this rapidly growing area. Wood.
- 265 Abstracting and Indexing (3).** Prerequisites, LIBS 102, LIBS 158. Presents the basic principles of subject analysis through the development and analysis of abstracts, indexes, and classification systems. Both natural language and controlled vocabulary indexing are covered. Saye.
- 282 Music Librarianship (3).** Survey of the history and practice of music librarianship, with an emphasis on administration, collection development, and public service in academic and large public libraries. Reed.
- 299 Supervised Field Experience (3).** Prerequisites, completion of 24 semester hours and permission of adviser. Supervised observation and practice in an approved library or other information service agency. The student will work a required amount of time in the work setting under the supervision of a Library/information professional and will participate in faculty-led group discussions for ongoing evaluation of the practical experience. Staff.
- 300 Readings and Special Studies in Librarianship (3).** Prerequisite, permission of the instructor. Advanced reading, study, and research by an individual student on a special topic under the direction of a specific faculty member. Staff.
- 302 Methodologies for Research in Librarianship (3).** A survey of various methodologies useful in understanding libraries and solving their problems. Quantitative and nonquantitative techniques will be considered. Shaw.
- 304 Seminar in Theory Development (3).** Prerequisite, doctoral student, advanced master's student status, or permission of instructor. Discussion and critique of the structural components and processes utilized in theory development. Seminar provides knowledge relating to the various stages of theory building. Chatman.
- 306 Seminar in Issues and Trends in Information and Library Science (3).** Prerequisite, doctoral student, advanced master's student status, or permission of instructor. Examination and analysis of current issues and trends in information and library science, including public policy, legislation, leadership, intellectual freedom, and personnel. Holley.

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- 307 The Agencies and Media of Communication** (3). A survey of the social role of the major media and agencies of communication with special attention to the role of the library as one such agency. Staff.
- 308 Seminar in Teaching and Academic Life** (3). Prerequisite, doctoral student status or permission of instructor. Examines teaching, research, publication, and service responsibilities; provides historical perspective, teaching experience, syllabi construction, test preparation, and discussion of the ethics, rewards, and problems of academic life. Kingsbury.
- 309 Problems in Education for Information and Library Science** (3). Prerequisite, doctoral student, advanced master's student status, or permission of instructor. Programs in education for information and library science in the U.S., seen within the framework of professional education in general; exploration of how curricular elements meet changing goals and objectives of a library education program. Staff.
- 310 Seminar in Selected Topics** (1-6). Exploration of a special topic not otherwise covered in the curriculum. Members of the faculty. Courses offered during the 1988-89 academic year include:
- 310(36) Cognitive Science: What is the Common Thread?** Daniel (cooperative with other University departments).
- 310(40) Artificial Intelligence in Information Retrieval.** Losee.
- 310(42) Preservation.** McNamara.
- 315 Seminar in Public Services** (3). Prerequisite, permission of instructor. Examination of client-centered services in libraries and information centers. Includes: needs assessment methodologies; planning, organization, implementation, and evaluation of services; proactive and interactive styles of service. Chatman.
- 320 Seminar in Children's Literature** (3). Prerequisites, LIBS 123 or equivalent, and permission of instructor. Advanced study of a selected topic relating to literature for children. Kingsbury.
- 326 Seminar in Popular Materials in Libraries** (3). Selected topics relating to the roles of various types of libraries in the provision and preservation of popular materials (light romances, science fiction, comic books, etc.) existing in various forms (print, recorded sound, etc.). Moran.
- 341 Seminar in Public Libraries** (3). Prerequisite, permission of instructor. Selected topics in public library services, systems, networks, and their management. Current issues are emphasized, along with the interests of the participants. Chatman.

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- 342 Seminar in Academic Libraries (3).** Prerequisite, LIBS 131. Study of problems in the organization and administration of college and university libraries with emphasis upon current issues in personnel, finance, governance, and services. Moran.
- 343 Seminar in Special Libraries and Information Services (3).** Study of the organization and administration of specialized information centers and services with emphasis on problems common to a variety of services. Daniel.
- 344 Administration of Archives and Manuscript Collections (3).** The history, principles, and techniques of acquiring and administering public and private archives and manuscript collections. Instruction will be supplemented by special lectures and tours of nearby record repositories. Staff.
- 348 Seminar in Health Sciences Librarianship (3).** An introduction to the organization of all types of health sciences libraries with emphasis upon problems of administration and technical processing; reference and information services; library networks and library cooperation. Staff.
- 349 Seminar in Rare Book Collections (3).** Prerequisite, permission of the instructor. A study of the nature and importance of rare book collections; problems of acquisition, organization, and service. McNamara.
- 351 Administration of Technical Services (3).** Advanced study of the role and organization of technical services. Emphasis on management of acquisitions, serials, and cataloging departments, coordination of technical services, and the impact of automation and networking. Hewitt.
- 352 Advanced Problems in the Organization of Materials in Libraries and Information Centers (3).** Prerequisites, permission of the instructor, LIBS 251. Analysis and solution of the more difficult problems in bibliographic description and classification; emphasis on the contributions of nontraditional systems such as UDC, PRECIS, and non-American cataloging codes. Saye.
- 353 Collection Development in Large Libraries (3).** A study of collection development policies and procedures with emphasis on large libraries. Special attention to sources of evidence for evaluation of materials and collections. Broadus.
- 394 Doctoral Dissertation (3 or more).** Staff.
- 400 General Registration (0).**

ADMINISTRATION AND STAFF

The University of North Carolina at Chapel Hill

Paul Hardin, J.D.
Chancellor

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

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

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

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

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 for Health Affairs and Vice Provost

John Dennis O'Connor, Ph.D.
Vice Chancellor for Academic Affairs and Provost

John Douglas Swofford, M.Ed.
Director of Athletics

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

**The School of Information and Library Science
Administrative Board**

Evelyn H. Daniel, Ph.D.

Dean

Jay D. Bolter, Ph.D.

Associate Professor of Classics

Thomas A. Bowers, Ph.D.

Professor of Journalism

Laura N. Gasaway, J.D.

Professor of Law and Law Librarian

Mary E. Kingsbury, Ph.D.

Professor of Information and Library Science

Jerry D. Saye, Ph.D.

Associate Professor of Information and Library Science

John B. Turner, D.S.W.

William R. Kenan, Jr. Professor of Social Work



Students in the Microcomputer Lab

**The School of Information and Library Science
Administration and Staff**

Evelyn H. Daniel, Ph.D.
Dean

Barbara B. Moran, Ph.D.
Assistant Dean

Geralyne W. Compton
Administrative Manager

Scott F. Barker, M.S. in Information Resources Management
Director of Computing Services

Mary E. Cameron, M.S. in L.S.
Director of Alumni and Public Relations

Gwen G. Appleyard
Student Services Manager

Sylvia B. Green
Administrative Assistant to the Dean

Mary F. Hunt
Faculty Secretary

Teresa W. Griffin
Student Services Secretary

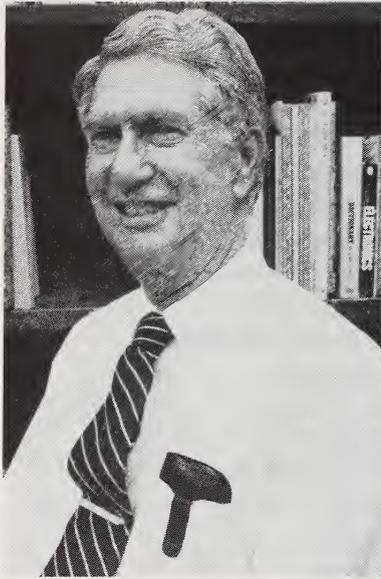
Elizabeth J. Laney, M.S. in L.S.
Librarian of the School of Information and Library Science

Elizabeth B. Grey
Library Technical Assistant

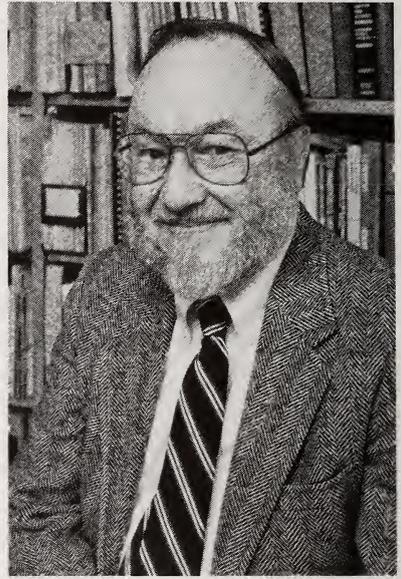


Seated: Appleyard, Compton, Griffin. Standing: Barker, Hunt, Green, Cameron

Faculty and Their Areas of Interest



Robert N. Broadus Professor. B.A., Pepperdine College; B.L.S., University of Chicago; Ph.D., University of Southern California. *Collection Development, Library Buildings and Equipment, Bibliography, Humanities Information Sources.*



Raymond L. Carpenter Professor and Research Associate in the Institute for Research in Social Science. A.B., St. Lawrence University; M.A., M.S. in L.S., Ph.D., The University of North Carolina at Chapel Hill. *Information Services for the Social Sciences, Research Methods, International and Comparative Librarianship, Demographics and Social Issues Relating to Libraries, Translation Patterns, and Information Transfer.*

Evelyn H. Daniel Dean and Professor. A.B., The University of North Carolina at Wilmington; M.L.S., Ph.D., University of Maryland. *Information Science, Information Resources Management, Organization Theory (photo on page 5).*

James F. Govan Professor and University Librarian. B.A., The University of the South; M.A., Emory University; Ph.D., Johns Hopkins University, *Preservation of Materials, Academic Research Library Management.*

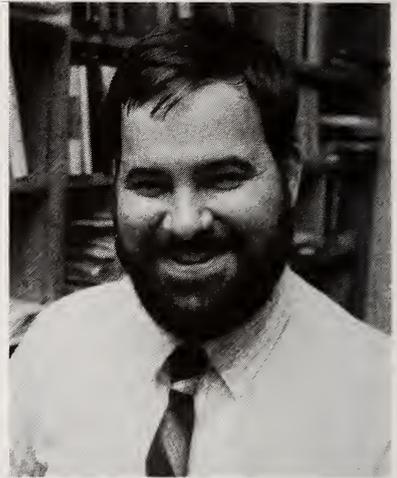
Elfreda A. Chatman *Assistant Professor. B.S., Youngstown State University; M.S.L.S., Case Western Reserve University; C.A.S., Ph.D., University of California at Berkeley. Public Librarianship, Information Agencies, Management, Public Services, Ethnographic Studies of Information Use.*



Edward G. Holley *Dean Emeritus and Professor. B.A., David Lipscomb College; M.A., George Peabody College; Ph.D., University of Illinois. Academic Librarianship, Library Administration, History of Libraries and Librarianship, Professional Leadership Issues.*



Mary E. Kingsbury Professor. B.A., Briarcliff College; M.A.L.S., Rosary College; M.Ed., Oregon State University; Ph.D., University of Oregon. *Materials and Services for Children and Young Adults, Storytelling, Information Resources.*



Robert M. Losee Assistant Professor. B.A., M.A. in L.S., University of Wisconsin at Milwaukee; M.A., Ph.D., University of Chicago. *Information Retrieval and Online Databases, Automating Information Systems, Information Science.*

Barbara B. Moran Associate Professor and Assistant Dean. A.B., Mount Holyoke College; M.Ln., Emory University; Ph.D., State University of New York at Buffalo. *Academic Librarianship, Library Administration, Personnel Management, Popular Materials in Libraries, Research Methods, Information Services.*



Jerry D. Saye *Associate Professor. B.S., Wisconsin State University at Oshkosh; M.L.S., Ph.D., University of Pittsburgh. Organization of Materials, Records Management, Cataloging and Classification, Management of Technical Services, Abstracting and Indexing, Bibliographic Control, Academic Librarianship.*



William M. Shaw, Jr. *Professor. A.B., William Jewell College; M.S.L.S., Case Western Reserve University; M.A., Ph.D., University of Missouri. Information Science, Bibliometrics, Library Effectiveness, Scholarly Communication, Research Methods, Management.*

Susan Steinfirst Associate Professor. B.A., Sarah Lawrence College; M.L.S., University of Maryland; Ph.D., University of Pittsburgh. *History of Children's Literature, Materials and Services for Children and Young Adults, History of Books and Printing, Folklore.*



Barbara Wildemuth Assistant Professor. B.M.Ed., North Central College; M.L.S., University of Illinois; M.Ed., Rutgers University. *Adoption/Diffusion of Information Technologies, Computing for Information Use, Databases, Information Use in Organizational Settings.*



Judith B. Wood Assistant Professor. B.S., Wake Forest University; M.S.L.S., Ph.D., Case Western Reserve University. *Information Retrieval and Online Databases, Information Science, Science Literature, Medical Librarianship.*

Adjunct Faculty

Laura N. Gasaway *Adjunct Professor, Professor of Law and Law Librarian. B.A., M.L.S., Texas Woman's University; J.D., University of Houston. Law Librarianship, Copyright Law, First Amendment Issues.*

Joe A. Hewitt *Adjunct Professor and Associate University Librarian for Technical Services. B.A., M.S. in L.S., The University of North Carolina at Chapel Hill; Ph.D., University of Colorado. Administration of Technical Services, Academic Librarianship.*

Ridley R. Kessler, Jr. *Adjunct Instructor and Federal Documents Librarian. A.B., M.A.T., and M.S. in L.S., The University of North Carolina at Chapel Hill. Government Document Collections, Public Documents.*

Charles B. McNamara *Adjunct Instructor and Curator of Rare Books. B.S., Spring Hill College; M.S.L.S., Columbia University; M.A., Ph.D., Fordham University. Rare Books, Preservation of Materials, Archives and Manuscripts, Special Collections.*

Ida M. Reed *Adjunct Instructor and Music Librarian. B.A., Florida Presbyterian; M.A., M.L.S., University of Pittsburgh. Music Librarianship.*

Diane C. Strauss *Adjunct Instructor and Head, Business Administration and Social Science Reference. B.S., University of Wisconsin at Milwaukee; M.S. in L.S., University of Wisconsin at Madison. Business Information Sources.*



UNC Health Sciences Library

Lester Asheim
Professor Emeritus
(In Residence)



Emeritus Faculty

Lester E. Asheim, B.A., B.A.L.S., M.A., Ph.D., *William Rand Kenan, Jr., Professor of Library Science, Emeritus.*

Lucille Kelling Henderson, A.B., B.L.S., *Professor and Dean, Emerita.*

Mildred H. Downing, B.A., M.S.L.S., Ph.D., *Assistant Professor, Emerita.*

Jean Freeman, B.A., A.B.L.A., *Lecturer Emerita.*

Budd L. Gambee, A.B., A.B.L.S., A.M.L.S., Ph.D., *Professor, Emeritus.*

Charles Haynes McMullen, A.B., B.S. in L.S., M.S., Ph.D., *Professor, Emeritus.*

Jerrold Orne, B.A., B.S., M.A., Ph.D., *Professor, Emeritus.*

Gertrude London, (Dip. de Professor de Francais a L'Etranger, Docteur de L'Universite de Paris, Academic Post-graduate Dep. in Librarianship), *Associate Professor, Emerita.*

Mary W. Oliver, A.B., B.S., J.D., *Professor of Law and Library Service, Emerita.*

Visiting Faculty, 1988-89

Deborah Barreau, M.S. in L.S.

Mary Ann Brown, Ph.D.

James V. Carmichael, Ph.D.

Doris Dale, D.L.S.

Mary Holloway, M.S. in L.S.

Marilyn Miller, Ph.D.

Ruth Palmquist, M.A. in L.S.

Phyllis Self, M.S. in L.S.

John David Smith, Ph.D.

John Walker, M.B.A.

Alice Warner, M.S. in L.S.

FINANCIAL INFORMATION

Tuition and Fees^{1,2}

An applicant who has been offered admission reserves his or her place by the payment of a \$25.00 nonrefundable enrollment deposit that is credited toward tuition.

Tuition and fees are assessed on a semester basis and are due at registration. Payments may be made in advance, in person, or by mail. Accounts not paid in full by the last day of registration are subject to a late payment fee and the student's possible disenrollment.

Full-time Enrollment

	N.C. Resident	Nonresident
Tuition per semester	\$252.00	\$2,229.00
Fees*	184.00	184.00
Total for each semester	436.00	2,413.00

Tuition and Fees by Hours (per semester)

0 Hours (Thesis Only—No Credit)	\$300.00	\$ 583.00
0-2 Hours (Credit Hours and Thesis Credit)	247.00	741.00
3-5 Hours (Credit Hours and Thesis Credit)	310.00	1,299.00
6-8 Hours (Credit Hours and Thesis Credit)	373.00	1,856.00
9 or more (Credit Hours and Thesis Credit)	436.00	2,413.00

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

*All new graduate students are required to pay an Orientation Fee of \$8.00 and an ID Card fee of \$5.00 for their initial semester.

1. Tuition, fees, and room rent subject to change without notice.
2. Laboratory fees for online searching and computer use:
 - LIBS 102 Introduction to Computing \$30.00
 - LIBS 158 Online Databases \$30.00
 - LIBS 222 Science Information \$30.00
 - LIBS 225 Health Science Information \$50.00
 - LIBS 101 Foundations: Philosophy & Theory \$30.00
 - LIBS 251 Organization of Materials II \$30.00

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

Statutory Provisions Offering Lower Tuition Rates

Legal residents of North Carolina who meet the requirements of N.C. Gen. Stat. §116-143.1 are entitled to pay a lower rate of tuition than non-residents. Certain members of the armed services, and their qualifying dependent relatives, who are not North Carolina legal residents may be allowed to pay tuition at less than the nonresident rate if they meet the requirements of N.C. Gen. Stat. §116-143.3. All students are responsible for being aware of the requirements concerning residence status. A full summary of information on these two provisions is set out in Appendix A.

Tuition Assistance for Virginia Applicants

Virginia residents may qualify for tuition assistance of up to \$3954 per year through the Commonwealth of Virginia Council of Higher Education. Inquiries should be directed to: Commonwealth of Virginia, Council of Higher Education, James Monroe Building, 101 North 14th Street, Richmond, Virginia 23219.

Housing Information

The Department of University Housing serves as an informational agency for campus and off-campus housing.

Information regarding residence hall accommodations is available by writing to: Department of University Housing, Contracts Office, Carr Building #5500, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27599-5500.

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

Room rent is payable in advance for each semester. Rent for student family apartments requires an initial deposit and is then payable monthly.

Fellowships and Financial Aid

Financial support for graduate students is offered in the form of (1) fellowships and assistantships from the School of Information and Library Science; (2) University fellowships and assistantships; (3) GI benefits; (4) grants and other awards sponsored through federal, state, and private agencies; and (5) student loans. **A student receiving financial support from the University, whether through a nonservice fellowship or a service appointment, is expected to take a full-time program of study leading toward a degree.** Any student receiving an award must enroll for at least 9 credit hours in each academic term during the tenure of the award, and for at least 3 credit hours in one summer session if the award runs through the summer.

For the past five years over half of the students in the School have received financial aid from the School or the Graduate School during the course of their study. In the Fall of 1988, eighty-seven students, or 73 percent of full-time students, received awards from these sources. Another substantial number of students secured part-time employment in area libraries and information agencies.

A space is provided on the School of Information and Library Science application for applying for financial aid. Applicants whose materials are received by the School of Information and Library Science by February 1 receive first consideration for financial aid awards. A small number of awards may be available after that time, but the majority, including all awards through the Graduate School, will be granted to those who apply by February 1.

Nonservice Awards

The School of Information and Library Science has available a number of fellowships. The awards are made on the basis of academic record, personal qualifications for work in the field of library and information science, and GRE scores.

Fellowships for Master's Students

The Susan Grey Akers Fellowship, \$3,000; one or two per year

The Margaret Ellen Kalp Fellowship, \$1,000 to \$2,500; number available varies, usually 10-12 per year

The Evelyn J. Bishop Tuitional Fellowship, one semester tuition and fees paid for a North Carolina resident; one per year

The Kathleen McNiece Moore Fellowship in Children's Library Services, \$1,200; one per year

Special Fellowship for Library Work with Children and Young Adults, \$750; one per year

Fellowships for Doctoral Students

The **Margaret Ellen Kalp Fellowship for Doctoral Study** is awarded to a student with a superior record, significant professional contributions, and experience in work with children and young people. The award carries a stipend of \$6,000 for one year.

The **Louis Round Wilson Fellowship** is available for a student with high professional promise or contributions and a superior record. It carries a stipend of \$2,000 for one year. The holder of the Wilson Fellowship must pay tuition and fees.

The Graduate School offers approximately twenty named fellowships to entering doctoral students each year. Fellows must be nominated by their school or department. The award is \$12,000 per year and payment of tuition and fees, for three years.

Service Awards

Tuition Awards for Master's Students

Carnegie Tuitional Fellowships provide tuition for North Carolina residents enrolled in the master's program. Recipients are required to work 3 hours per week during each semester and each summer term in which they are receiving this aid. Two to three are awarded per year.

Graduate Assistantships

A number of assistantships are available in the University Libraries. These require 15 hours of service per week in the first semester of appointment and 20 hours of service per week in succeeding semesters. They carry a monthly stipend of \$388 in the first semester and \$518 thereafter. Appointments are normally made for one calendar year with renewal for one year contingent upon performance in the assistantship position and in the School of Information and Library Science. It is frequently possible for the School to petition the University for tuition assistance for recipients who are nonresidents.

Merit Assistantship for Doctoral Study

An award made by the Graduate School based on nomination from the SILS. The stipend is \$9,000 for one year, and tuition differential payment for an out-of-state resident. Academic duties of 20 hours per week will be assigned.

Faculty and Laboratory Assistantships

Occasionally there are funds available for a few assistantships that provide support for members of this faculty with their research and teaching duties and support for the services offered by the computing lab. These require 10 hours of service per week at a stipend of at least \$1,000 per semester.

EPA Assistantships

Through a contract with the U.S. Environmental Protection Agency to provide library and information service, the School has available a number of assistantships in the EPA Library and in the NIEHS Library in the Research Triangle Park. Initial appointments are for one year, with the possibility of renewal for an additional six months contingent upon performance in the assistantship and in the School of Information and Library Science. These positions require 20 hours of service per week, for a salary of \$8,500 per year.

Residence Hall Staff Positions

Students who have had experience in residence hall living may apply for resident assistantships (RAS) and positions as assistant resident directors (ARDs) by writing for further information and application forms to the Department of University Housing, Carr Hall. An interview will be required, applications should be returned by January 15.

Achievement Awards

Each year a faculty committee selects the best Master's paper in each of two categories to receive a **Dean's Achievement Award**, a certificate, and a check for \$100.

The University of North Carolina's local chapter of Beta Phi Mu, the Epsilon Chapter, gives the **Beta Phi Mu Award** of \$100 to the graduate with the highest grade point average for the preceding year.

Minority Presence Grant Program

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.

Minority Presence Grant for Doctoral Study

The Minority Presence Grant Program for Doctoral Study provides stipends of up to \$9,000 for the academic year, with an option of additional support 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. These awards are made directly by the Graduate School. The students who are to be considered by the Graduate School for the awards must be nominated by the School of Information and Library Science.

Fellowships and Other Awards From Outside Sources

Students who are interested in awards offered by sources outside the University must apply directly to the granting agency. As information concerning awards in library/information science comes to the attention of the School, that information is included in the application materials sent upon request.

Other Financial Aid

The Student Aid Office of the University services and processes loan and Federal work-study applications to graduate students with documented financial need. Applications for these loans and assistantships should be made by March 1 to the Director of Student Aid, Student Aid Office, 300 Vance Hall #2300, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2300. Further information concerning financial aid administered through the Student Aid Office is included in the graduate catalog.

Other Work Opportunities

There are numerous student assistant positions available in local campus and off-campus libraries and information agencies for students in the program in the School of Information and Library Science. These are obtained directly by the students, and are not administered through the School.

THE UNIVERSITY OF NORTH CAROLINA

Sixteen Constituent Institutions

C. D. Spangler, Jr., B.S., M.B.A., D.H.L., LL.D.
President

Raymond H. Dawson, B.A., M.A., Ph.D.
Vice President
Academic Affairs

L. Felix Joyner, A.B.
Vice President
Finance

Roy Carroll, B.A., M.A., Ph.D.
Vice President
Planning

Nathan F. Simms, Jr., B.S., M.S., Ph.D.
Vice President
Student Services and Special Programs

Jasper D. Memory, B.S., Ph.D.
Vice President
Research and Public Service

Wyndham Robertson, A.B.
Vice President
Communications

Jay M. Robinson, B.S., M.A., Ed.D.
Vice President
Public Affairs

David G. Martin, Jr., L.L.B.
Secretary of the University

Richard H. Robinson, Jr., A.B., LL.B.
Assistant to the President

John W. Dunlop, B.A.
Director
The University of North Carolina Center for Public Television

History of the University

The University of North Carolina is composed 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 A

RESIDENCE STATUS FOR TUITION PURPOSES¹

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

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

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.

to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Office of Admissions of these circumstances in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

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 a North Carolina public 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. 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

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.

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.

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

UNC-CH 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, enrollment status (full-time, half-time, or part-time), 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 (CB# 2100, Room 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, CB# 9150, Room 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.

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. Also, recent federal legislation requires, as a condition of employment, that any faculty or staff member engaged in the performance of a federal grant or contract must abide by the University's Drug Policy and must notify his or her dean, director, or department chair of any criminal drug statute conviction for a violation occurring in the work place not later than five days after the conviction.

Disciplinary proceedings against a student, faculty member, administrator, or other employee will be initiated when the alleged conduct is deemed to affect the University's interests. Penalties will be imposed for violation of the policies of the University 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 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 from your dean, director, or department chair, or from the Office of the Dean of Students or the Employee Relations Division of the University Personnel Department.

UNIVERSITY CALENDAR 1988-1989

SUMMER SCHOOL, 1989

First Session

May 22, Monday	Registration.
May 23, Tuesday	First day of classes.
May 24, Wednesday	Last day for late registration.
May 29, Monday	Holiday, Memorial Day.
May 30, Tuesday	Last day to drop a course for credit on student's financial account.
June 5, Monday	Last day to drop courses (undergraduates).
June 12, Monday	Last day to withdraw for credit on student's financial account.
June 19, Monday	Last day to drop courses (graduates).
June 23, Friday	Last day of classes.
June 26-27, Monday-Tuesday	Final examinations.

Second Session

June 29, Thursday	Registration.
June 30, Friday	First day of classes.
July 3, Monday	Last day for late registration.
July 7, Friday	Last day to drop a course for credit on student's financial account.
July 4, Tuesday	Holiday, Independence Day.
July 12, Wednesday	Last day to drop courses (undergraduates).
July 20, Thursday	Last day to withdraw for credit on student's financial account.
July 27, Thursday	Last day to drop courses (graduates).
August 2, Wednesday	Last day of classes.
August 3-4, Thursday-Friday	Final examinations.

FALL SEMESTER, 1989

August 23, Wednesday	Fall Semester opens.
August 26, Saturday	Residence halls open for freshmen and undergraduate transfer students.
August 27, Sunday	Orientation of all new freshmen and undergraduate transfer students according to schedule to be announced.
August 28, Monday	Residence halls open for returning students.
August 28-30, Monday-Wednesday	Registration according to schedule to be announced.
August 31, Thursday	Classes begin for all students. Late registration begins. Fee charged for late registration.
September 4, Monday	Holiday, Labor Day.
September 7, Thursday	End of late registration and change in schedules. No registration accepted after this date.
September 14, Thursday	Last day to drop a course for credit on student's financial account.

October 11, Wednesday	Last day for dropping courses (undergraduates) and last day for Pass/Fail declarations.
October 12, Thursday	University Day.
October 13, Friday	Last day for both graduates and undergraduates to file for degree to be awarded in December.
October 20, Friday	Fall Recess—Instruction ends 5 P.M.
October 25, Wednesday	Instruction resumes 8 A.M.
October 25, Wednesday	Progress Reports for freshmen due.
October 30-November 3, Monday-Friday	Pre-registration for Spring Semester.
November 1, Wednesday	Last day to withdraw for credit on student's financial account. Last day to withdraw without the semester being counted as a term in residence (undergraduates only).
November 11, Saturday	Written examinations for master's candidates for December graduation may not be taken after this date.
November 22, Wednesday	Thanksgiving Recess – Instruction ends 1 P.M.
November 27, Monday	Instruction resumes 8 A.M.
November 29, Wednesday	Last day for graduate students to drop a course.
December 1, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the December graduation must be filed in the Graduate School by this date.
December 8, Friday	Fall Semester classes end.
December 11, Monday	Reading day.
December 12, Tuesday	Fall Semester examinations begin.
December 20, Wednesday	Fall Semester examinations end.

SPRING SEMESTER 1990

January 10, Wednesday	Spring semester opens.
January 10 (noon), Wednesday	Residence halls open for new students.
January 11, Thursday	Residence halls open for returning students.
January 11-12, Thursday-Friday	Registration/schedule changes.
January 15, Monday	Holiday, Martin Luther King, Jr.
January 16, Tuesday	Classes begin for all students. Late registration begins. Fee charged for late registration.
January 22, Monday	End of late registration and change in schedules. No registration accepted after this date.
January 29, Monday	Last day to drop a course for credit on student's financial account.
February 7, Wednesday	Last day for both graduates and undergraduates to file for degree to be awarded in May.
February 26, Monday	Last day for dropping courses (undergraduates) and last day for Pass/Fail declarations.
March 9, Friday	Spring Recess—Instruction ends 5 P.M.
March 19, Monday	Instruction resumes 8 A.M.

March 19, Monday	Last day to withdraw for credit on student's financial account. Last day to withdraw without the semester being counted as a term in residence (undergraduates only).
March 24, Saturday	Written examinations for master's candidates for May graduation may not be taken after this date.
April 2-6, Monday-Friday	Pre-registration for summer and fall.
April 13, Friday	Holiday, Good Friday.
April 17, Tuesday	Last day for graduate students to drop a course.
April 26, Thursday	Spring Semester classes end.
April 27, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the May graduation must be filed in the Graduate School by this date.
April 27, Friday	Reading day.
April 30, Monday	Spring Semester examinations begin.
May 8, Tuesday	Spring Semester examinations end.
May 13, Sunday	Commencement.



The
UNIVERSITY of NORTH CAROLINA
at Chapel Hill

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 SCALE IN FEET



Mary Cameron, Director of Alumni and Public Relations, and Roberta Engleman, President of Alumni Association, represent the Association at a conference reunion



Dean Evelyn Daniel and her administrative assistant, Sylvia Green



