

Record of

THE UNIVERSITY OF NORTH CAROLINA

at Chapel Hill



**DEPARTMENT OF CITY
AND REGIONAL PLANNING**

1979-1981 Issue

August 1979

Published by
The University of North Carolina at Chapel Hill, Chapel Hill, N.C.
Issued 16 times a year as follows: 1 in August, 2 in December, 3 in
January, 2 in February, 3 in March, 3 in April, 1 in May and 1 in June

Second-class postage paid at Chapel Hill, N.C. 27514

Pub. No. 651960
Send all Undeliverable Copies and Changes of Address to the Department
of City and Regional Planning,
The University of North Carolina at Chapel Hill,
Chapel Hill, N.C. 27514

AUGUST 1979
NUMBER 887

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

(USPS 651-960)

ONE HUNDRED AND EIGHTY-SIXTH SESSION

**DEPARTMENT OF
CITY AND REGIONAL
PLANNING**

ANNOUNCEMENTS FOR THE SESSIONS 1979-1981

THE UNIVERSITY OF NORTH CAROLINA

Sixteen Constituent Institutions

- WILLIAM CLYDE FRIDAY, B.S., LL.B., LL.D., D.C.L., President
RAYMOND HOWARD DAWSON, B.A., M.A., Ph.D., Vice President —
Academic Affairs
EDGAR WALTON JONES, B.S., M.S., Ph.D., Vice President — Research
and Public Service Programs
L. FELIX JOYNER, A.B., Vice President — Finance
ROY CARROLL, B.A., M.A., Ph.D., Acting Vice President — Planning
CLEON FRANKLYN THOMPSON, B.S., M.S., Ph.D., Vice President —
Student Services and Special Programs
GEORGE ELDRIDGE BAIR, B.A., M.A., Ph.D., Director of Educational
Television
HUGH S. BUCHANAN, JR., B.A., Associate Vice President — Finance
KENNIS R. GROGAN, B.S., M.B.A., Associate Vice President — Finance
JAMES L. JENKINS, JR., A.B., Assistant to the President
JOHN P. KENNEDY, JR., S.B., B.A., M.A., J.D., Secretary of the University
ARNOLD KIMSEY KING, A.B., A.M., Ph.D., Assistant to the President
ROSCOE D. McMILLAN, JR., B.S., Assistant to the President for
Governmental Affairs
JEANNE MARGARET McNALLY, B.S.N., M.A., Ph.D., Associate Vice
President — Academic Affairs
RICHARD H. ROBINSON, JR., A.B., LL.B., Assistant to the President
DONALD J. STEDMAN, B.A., M.A., Ph.D., Associate Vice President —
Academic Affairs
ROBERT W. WILLIAMS, A.B., M.A., Ph.D., Associate Vice President —
Academic Affairs

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

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

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

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

A revision of the North Carolina State Constitution adopted in November 1970 included the following: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina. . . ." In slightly different language, this provision had been in the Constitution since 1868.

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

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

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

the University. The General Administration office is located in Chapel Hill.

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

TABLE OF CONTENTS

THE UNIVERSITY OF NORTH CAROLINA / 2
FACULTY / 6
CITY AND REGIONAL PLANNING / 11
APPLICATION AND ADMISSION / 15
THE PROFESSIONAL MASTER'S DEGREE PROGRAM / 18
THE DOCTORAL PROGRAM / 21
SPECIAL PROGRAMS / 23
RESEARCH PROGRAMS / 26
DESCRIPTION OF COURSES / 27
STUDENTS IN RESIDENCE 1978-1979 / 39
GENERAL INFORMATION (AID, FEES, HOUSING) / 44
RESIDENCE STATUS FOR TUITION PAYMENT / 46
DIRECTORY INFORMATION / 50
CALENDAR OF EVENTS / 51

OFFICERS OF ADMINISTRATION

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

- NELSON FEREBEE TAYLOR, LL.B., Chancellor
SUSAN H. EHRINGHAUS, J.D., Assistant to the Chancellor
SARAH VIRGINIA DUNLAP, B.S., Secretary of the University
CLAIBORNE STRIBLING JONES, Ph.D., Executive Assistant to the
Chancellor
DONALD ARTHUR BOULTON, Ed.D., Vice Chancellor for Student Affairs
WILLIAM WILFRED COBEY, JR., M.Ed., Director Athletics
CHRISTOPHER COLUMBUS FORDHAM III, M.D., Vice Chancellor, Health
Affairs and Dean, School of Medicine
DOUGLASS HUNT, LL.B., Vice Chancellor, Administration
LYLE VINCENT JONES, Ph.D., Vice Chancellor and Dean of the Graduate
School
JOHN CHARLES MORROW III, Ph.D., Provost
JOHN LEWIS TEMPLE, B.B.A., Vice Chancellor, Business and Finance
ROLLIE TILLMAN, JR., D.B.A., Vice Chancellor, Development and Public
Service

DEPARTMENT OF CITY AND REGIONAL PLANNING

FULL TIME FACULTY

- DAVID R. GODSCHALK..... Professor and Chairman.
Land Use Policy, Citizen Participation, Growth Management.
A.B., Dartmouth; B.Arch., Florida; M.R.P., Ph.D., North Carolina.
- GEORGE C. HEMMENS..... Professor.
Urban Spatial Structure, Planning Theory.
A.B., Illinois; M.R.P., North Carolina; Ph.D., M.I.T.
- EDWARD J. KAISER..... Professor and Associate Research Director,
Center for Urban and Regional Studies.
Urban Development Processes, Land Use Planning,
Planning Methodology.
B. Arch., Illinois Institute of Technology;
Ph.D., North Carolina.

- DAVID H. MOREAU Professor and Associate Dean,
College of Arts and Sciences.
Environmental Planning, Water Resources Planning,
Systems Analysis.
B.S., Mississippi State; M.S., North Carolina State;
M.S., Ph.D., Harvard.
- ROBERT M. MORONEY Professor.
Social Policy Planning, Service Delivery Systems, Family Policy.
A.B., M.S.W., Boston College; M.P.H., Harvard;
Ph.D., Brandeis.
- MICHAEL A. STEGMAN Professor.
Housing and Public Policy.
B.A., Brooklyn College, CUNY; M.C.P., Ph.D., Pennsylvania.
- SHIRLEY F. WEISS Professor and Associate Research Director,
Center for Urban and Regional Studies.
New Community Development, Urban and Regional Land Use
and Environmental Policies.
A.B., Rutgers; M.R.P., North Carolina; Ph.D., Duke.
- EDWARD M. BERGMAN Associate Professor.
Planning Theory, Local Economic Planning,
Community and Urban Economic Development.
B.S., Michigan State; M.C.P., Ph.D., Pennsylvania.
- C. GORMAN GILBERT Associate Professor and Associate Chairman.
Transportation Planning.
B.S.C.E., Cincinnati; M.S.C.E., Minnesota;
Ph.D., Northwestern.
- EMIL E. MALIZIA Associate Professor.
Regional Development Planning.
B.A., Rutgers; M.R.P., Ph.D., Cornell.
- WILLIAM W. HILL Assistant Professor.
Environmental Planning, Water Resources
Planning, Solar Energy.
B.S., Princeton; M.S., Ph.D., Stanford.

- WILLIAM M. ROHE Assistant Professor.
 Social Behavioral Aspects of Land Use,
 Man-Environment Relations.
 B.A., State University of New York at Buffalo;
 M.S., M.R.P., Ph.D., Pennsylvania State University.
- F. STUART CHAPIN, JR. Professor Emeritus.
- MAYNARD M. HUFSCHMIDT..... Professor Emeritus.
- JOHN A. PARKER..... Professor Emeritus.
- JAMES M. WEBB Professor Emeritus.

PART-TIME LECTURERS AND ASSOCIATED FACULTY

- BLAIR BOWER Lecturer.
 Environmental Planning.
 B.A., Washington; M.P.A., Harvard.
- DAVID J. BROWER..... Associate Director of the Center
 for Urban and Regional Studies.
 Planning Law.
 B.A., J.D., Michigan.
- WILLIAM A. CAMPBELL Professor and Associate Director of
 the Institute of Government.
 Natural Resource Law.
 A.B., Southwestern at Memphis;
 LL.B., Vanderbilt.
- CHARLES E. DAYE..... Associate Professor of Law.
 Housing and Community Development Law.
 B.A., North Carolina Central; J.D., Columbia.
- CHESTER HARTMAN..... Lecturer.
 Housing and Public Policy.
 A.B., Ph.D., Harvard.

MILTON S. HEATH, JR. Professor and Associate Director
of the Institute of Government.
Natural Resource Law.
A.B., Harvard; LL.B., Columbia.

JONATHAN B. HOWES..... Director, Center for Urban and
Regional Studies.
Planning and Government.
A.B., Wittenberg; M.R.P., North Carolina;
M.P.A., Harvard.

CHARLES LAVEN Lecturer.
Self Help Housing,
Neighborhood Development.
B.S., M.S., M.I.T.

JEAN-LOUIS SARBIB..... Lecturer.
Planning Theory, Regional Economic
Development Planning.
Ing. Civil, Ecole des Mines de Paris;
M.C.P., Pennsylvania.

CONRAD SEIPP Professor and Research Associate,
Health Services Research Center.
B.A., M.A., Yale; Ph.D., Chicago.

ROBERT STIPE..... Professor, School of Design,
North Carolina State University.
Land Use Law, Historic Preservation.
A.B., LL.B., J.D., Duke;
M.R.P., North Carolina.

ARTHUR L. SULLIVAN..... Associate Professor, School
of Design, North Carolina State University.
Site Planning.
B.A., M.S., New Hampshire; Ph.D., Cornell.

RICHARD R. WILKINSON..... Professor, School of Design,
North Carolina State University.
Site Planning.
B.S., Pennsylvania State University; M.L.A., Michigan.

STAFF

Bertina Baldwin — Administrative Assistant

Helena Gierasimowicz — Librarian

Mary Pettis — Staff Associate

Patricia Coke — Admissions Secretary

CITY AND REGIONAL PLANNING

The Department of City and Regional Planning at The University of North Carolina was established in 1946. At the time of its founding it became the third academic department devoted to planning education in the United States. In the past quarter century the planning profession has grown rapidly and many planning education programs have been established. During this time the content of both professional planning practice and planning education has changed.

The original bases for the development of the Department and its program were the ideas about regionalism, broad scale regional and societal planning, and the application of social science methods to practical problems of government and development which were being explored on this campus in the 1930s and 1940s. This was the first Planning Department to be established with its principal University base in the social sciences rather than in physical design or architecture.

A definition of planning used at the start of the program in 1946 still serves as a useful description of our approach. "Regional planning represents the union of modern social science, design and engineering. It utilizes social science techniques to analyze the adjustments between men and their physical environment, and adjustments among men in their effort to meet human needs. Through the planning process ways and means of meeting these needs are developed through social organization and the application of design and engineering techniques. . . ."

The concept of a planning region is general and refers to an identifiable unit for analysis, plan formulation and action. A region may be a metropolitan or urban center together with the surrounding territory which is included in a particular scheme of planning for its future development. It may be a sub-area within an urban center. It may be a rural area in which there are one or more small centers of population. The term "regional" does not itself indicate any specific type or size of area; the only requisite making a particular area a region in this sense is that there be a rational and practicable basis for making plans for its future as a unit. This basis

may be physical, economic, social, or political—or some combination of these.

Degrees Offered

The Department offers two degrees: the Master of Regional Planning and the Doctor of Philosophy in Planning. The two-year master's degree program is oriented to preparing for the professional practice of planning. The Ph.D. program is oriented to preparing for careers in research and college level teaching in planning. The requirements of the two programs are described in detail in subsequent sections of the catalog. The two programs are largely independent. Applicants should indicate which program they wish to enter.

Program Dimensions

The Department's teaching program is organized around three major dimensions: Physical Development Planning, Socio-Economic Development Planning, and Environmental Planning.

Physical Development Planning: focuses on design, analysis, evaluation and management of the built environment including urban and regional development problems and policies. Concentrated study within this dimension includes the subjects of urban land use, neighborhood planning, growth management, regional land policy and transportation.

Socio-Economic Development Planning: focuses on the development of institutions for social and economic development and on the design and delivery of development services to human groups. Concentrations within this dimension include planning of service delivery systems, housing, community development, employment planning, health planning, and economic development in urban areas and underdeveloped regions.

Environmental Planning: focuses on problems of environmental management in both urban and regional settings, including the relationship of growth and development to natural resources, physical systems, natural hazards, and the quality of the environment. Concentrations include environmental management, water resources planning, natural resources planning, and energy policy.

Department faculty are generally identified with one of these major dimensions. Course offerings in the Department are structured to provide opportunities for in-depth specialization. Students are encouraged to

develop specializations within one of these major dimensions. For example, transportation or urban land use in physical development planning; housing or employment planning in socio-economic development planning. Students supplement their specialization with other courses from within the Department and throughout the University.

Facilities and Equipment

The Department of City and Regional Planning is housed in New East Hall and maintains laboratory space in Hanes Hall. New East Hall contains laboratories, lecture and seminar rooms, offices and the F. Stuart Chapin, Jr., research library containing books, periodicals, pamphlets, reports, and maps used in the study of planning.

In 1951 the University was presented with the John Nolen Memorial Collection in City and Regional Planning. This gift of several thousand volumes and pamphlets provides the University with one of the outstanding research collections in the country. The general facilities of the University Library and of the several departmental libraries are also available to students enrolled in the Department.

Computational facilities including console connection to the Triangle Universities Computation Center are available to students through the facilities of the Institute for Research in Social Science, and through the UNC Computation Center. A terminal within the Department facilitates teaching and research.

Students in the Department

During the past thirty-three years students have entered the Department from all parts of the United States, from Canada, and from many other countries. The educational backgrounds of students who have entered the Department and who now hold positions of varying responsibility and importance in the profession cover a wide range of undergraduate fields. Among them are architecture, biology, botany, business, economics, engineering, forestry, geography, history, landscape architecture, philosophy, political science, psychology, public administration, sociology, urban studies, mathematics, and physics. A list of current students is included in the back of this catalog.

Graduates hold positions as directors of planning in the planning departments of cities of 30,000 to several million population; as directors of state and regional planning programs; as associate and assistant planners in city, county, metropolitan and regional planning agencies; in housing

and urban development agencies; in various branches of the federal service; in research organizations; as private consultants; as planning advisors to communities and developing areas; and as chairmen and faculty members of educational institutions.

The Planning Profession and Employment Opportunities

During the last quarter century the field of planning has expanded rapidly. Permanent planning agencies are now widely accepted as an essential part of municipal, county, and state government. In addition, planning agencies have been established and are operating within the framework of metropolitan, regional, and national governmental programs.

This period of increasing planning activity has also broadened the scope of planning. In addition to design, research and analysis, present-day planning functions include administrative and coordinating activities within the planning agency and in relation to other governmental units. Planners increasingly are called upon to lead policy analysis teams.

Employment opportunities in planning agencies are varied. In general it may be said that the work involves collection and processing of data, physical, environmental and socio-economic analysis, the preparation and evaluation of alternative proposals, and the formulation and implementation of programs for action.

As a consequence of the accelerating growth of planning activities throughout the country, adequately trained and qualified members of the profession are in considerable demand.

Equally important to the advancement of the field is the increasing need for advancing theory and knowledge in urban and regional development, and for highly motivated teachers of planning. There has been a steadily increasing demand for teachers and researchers among universities and research corporations in the United States, Canada and overseas.

APPLICATION AND ADMISSION

Application for admission should be received in Chapel Hill by February 1 for admission to the following Fall term. The initial decisions on admissions and financial aid are generally complete by April 15.

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

Forms and instructions for application will be mailed by the Department on request. Each applicant is required to pay a nonrefundable \$10.00 fee when submitting an application.

Since the Department is able to accommodate only sixty new students each year, applicants are advised to apply for admission as early as possible. Except in cases where the applicant is transferring from another graduate planning program or has had considerable experience in planning, admission at the opening of the spring semester usually is not permitted. Applicants who are able to visit the Department for personal interviews are invited to do so.

Admission Requirements

All students entering the Department must have received a bachelor's degree from an institution of recognized standing. While the design professions, the social sciences, and engineering are the most clearly relevant undergraduate backgrounds for planning, there is increasing need in the field for people prepared in the humanities and natural sciences, including both the biological and earth sciences, as well as many opportunities for students from other fields.

We strongly recommend that students have completed an advanced undergraduate course in micro-economic theory and at least one undergraduate course in descriptive statistics prior to entering the Department. In addition it is desirable to have completed a course in statistical inference and to have completed course work in quantitative analysis covering basic matrix methods.

Applicants are required to take the Graduate Record Examination. This examination, which should be taken as early as possible (preferably in October prior to the beginning of the academic year in which the student wishes to enter the Department), is administered four times a year in conveniently located centers throughout the United States and in many other countries. To be eligible to take the examination, the candidate must have an application accompanied by the appropriate fee on file approximately fifteen days in advance of the scheduled date of the examination. Examinations are generally scheduled in October, December, January, and February. A bulletin of information giving full particulars may be obtained from most colleges and universities, or by writing to the Graduate Record Examination Testing Service, 20 Nassau Street, Princeton, N.J. 08540, or to 1947 Center Street, Berkeley, California 94704. The results of this examination are recognized as contributory, not determinative, evidence of the qualifications of the applicant.

Admission Decisions

Decisions on admissions are made by the Graduate School on the basis of recommendations submitted by the Department. In making admissions recommendations, a student-faculty committee reviews all applicants in terms of established Department policy. The major criteria used are the applicant's preparedness for graduate professional education as indicated by the personal statement of interest in planning filed with the application, academic preparation as indicated by the undergraduate transcript and the GRE, and personal recommendations from teachers and employers.

In addition we admit students to achieve a reasonable balance of students across the major dimensions and program areas in the Department so as to make good use of faculty resources, and we seek to have students from a variety of academic and geographic backgrounds. While previous professional or pre-professional work experience in planning or a related field is not required, it is considered in admission decisions.

Generally we admit students so that part of each class has had work experience in planning.

The Department has a strong commitment to providing increased opportunities for minority and disadvantaged persons to enter the planning profession, and consequently we establish annual targets for admission of racial minorities and women.

Transfer Credit

Students desiring to transfer to UNC from another graduate planning program may do so if they meet the admission requirements. However, the maximum credit that may be transferred from another program is 12 semester hours. In addition the courses submitted for transfer credit must be reviewed and approved by this Department.

Similarly students wishing to transfer nonplanning graduate coursework taken elsewhere may do so up to a maximum of 12 semester credit hours providing that the courses were not credited to another degree and that the courses are judged by the Department to be appropriate to the elective requirements of the student's program at UNC.

A minimum of three semesters in residence is required.

THE PROFESSIONAL MASTER'S DEGREE PROGRAM

The program leading to the degree of Master of Regional Planning prepares the candidate for professional planning practice. The curriculum covers interrelationships between social, economic, and governmental factors of urban society, human behavior in relation to environment, and analytical and planning skills for the creation of desirable communities.

Satisfactory completion of the degree requires a minimum of 48 credit hours acceptably completed, including 24 credits constituting an area of concentration, and a Departmental paper. The normal course load is 12 credit hours per semester. Thirty of the required 48 credits must be taken in the Planning Department. A minimum of 6 credits must be taken outside the Department.

Introductory courses in economic theory, sociology, political science, urban history, statistics, mathematics, logic, design, and American civilization, while not prerequisite, are recommended as valuable preparation for students in planning. Students without previous experience in planning are urged to seek employment in planning before entering the Department or during the summer between the first and second year of the program.

Course work for the degree is divided into general requirements, area of concentration, and electives.

General Course Requirements:

A basic course in planning theory and a course in planning legislation are required of all students. The theory requirement is met by completing Planning 215. Students select a planning legislation course (from among PLAN 230, 233, 263, or another course approved by the Faculty) that is appropriate for their area of concentration.

In addition students who in the opinion of the faculty need background preparation in statistics and quantitative methods before taking other methodology courses in the Department will be required to take a basic statistics course (PLAN 105) and a planning methods course (usually PLAN 231). If taken these courses count toward the 48 credits required for the degree.

Areas of Concentration:

Each student develops an area of concentration in planning in consulta-

tion with his or her advisers. The area of concentration identifies the particular subjects of professional practice in which the student expects to develop competence and begin a professional career. As discussed above, the area of concentration generally falls within one of the major dimensions of the Department's program (physical development planning, socio-economic development planning or environmental planning), but programs which cut across these lines may be designed to meet student interests.

A minimum of 24 credits is required in the concentration and 18 of these must be in the Planning Department. The 24 credits must be distributed as follows:

Theory: 3 credits, must be in Planning. Courses serving this function provide conceptual models of the systems within the field or practice. Such material has sometimes been referred to as substantive theory. These models provide the student with a picture of the world upon which planning is to have some impact. Examples would be urban spatial structure, a housing market, a transportation system, a regional economy, and a service delivery system. In addition, a more general level of theory, of which the field of practice is considered a specific case, may be necessary; for example, microeconomic theory in the case of the housing market, or social systems theory in the case of service delivery methods.

Planning Methods: 6 credits, 3 must be in Planning. Courses serving this function include the broad range of techniques and procedures used in all aspects of planning including the design and programming of activities to achieve some objective, as well as the quantitative and qualitative techniques used for modeling states of the system upon which planning is being done, and for evaluating plans regarding changes in those system states. Some courses cover methods applicable to many functional concentrations in planning, such as statistics for planning, and some courses are specific to one or two concentrations.

Planning Applications and Problem Solving: 6 credits, 3 must be in Planning. Courses serving this function consist of experiential learning based on problem-solving in a real world context using theories and methods as discussed above. Such courses include applications courses, studios, fieldwork, supervised independent study, and research seminars devoted to a particular policy problem.

Planning Practice Related: 9 credits, 3 must be in Planning. These courses must be clearly related to the professional practice focus of the student's area of concentration. They should include courses dealing with political and value constraints, existing institutions, and programs

and procedures within which a given field of planning practice operates.

Courses within the Department are classified according to this framework. Courses from outside the Department are reviewed and approved by the student's advisers.

General Electives

An additional 18 credits beyond the two required courses and the 24 credits in an area of concentration are required. If PLAN 105 and PLAN 231 are taken, they are counted as general electives. The general electives may be used to develop a supporting area in another aspect of professional planning, develop a supporting area in a discipline (economics, sociology, etc.) or another professional program represented on campus (public administration, health administration, environmental engineering, etc.), or develop analytic skills and general competence for professional practice through a grouping of methodology and theory courses selected both within the Department and from the regular offerings of the University. Nine of the 18 credits may be taken outside the Department.

Departmental Paper

The Departmental Paper required of all master's degree students is an original piece of work requiring a substantial degree of independent research and analysis on a topic related to planning practice. The requirement may be met by a paper of standard format. The requirement can also be a product in some other form such as a plan or audiovisual presentation.

Ordinarily students will submit an individually prepared paper. The student selects a faculty member to serve as major adviser for the paper and may invite another to serve as a reader. Both must approve the final paper. The paper is submitted during the final semester in residence. Papers are filed by the Department as part of the permanent record of the student's work.

THE DOCTORAL PROGRAM

In comparison with the master's degree, which signifies preparation for professional planning practice, the degree of Doctor of Philosophy in City and Regional Planning is conferred only upon those who have completed, with high distinction, a period of intensive study and investigation in planning. Candidates must demonstrate mastery of the materials in the field, master the methods of advanced research, and illustrate these methods through a dissertation resulting from independent research.

Requirements for admission to the doctoral program are those prescribed for admission to the Graduate School. Details on admissions can be found in the Graduate School Catalog. The degree requires a minimum of 51 credits, not including dissertation. Of these, 45 credits must be completed before the doctoral examinations may be taken. At least 24 of the 51 credits must be taken in Departments other than City and Regional Planning.

The professional master's degree in planning is not required of persons wishing to qualify for the doctorate. However, prior to admission to candidacy, the student undertaking study for the degree of Doctor of Philosophy in the Department of City and Regional Planning must demonstrate a knowledge of the professional practice of planning. Such knowledge is usually acquired through selected graduate courses offered at The University of North Carolina at Chapel Hill, or at other institutions offering acceptable programs; or through some equivalent preparation acceptable to the student's committee.

Doctoral candidates must prepare to be examined in three areas: (1) planning theory, (2) an area of specialization related to city and regional planning, and (3) research methods.

Areas of specialization and appropriate course work for doctoral students are jointly determined by the students and their program advisers. Particular efforts are made to develop programs which meet student needs, build on their prior academic training, and for which substantial Departmental and University-wide faculty resources are available. Areas of specialization ordinarily include at least 18 credits of coursework. While the substantive focus of these areas may vary from student to student, each set of courses designated as an area of specialization must be mutually reinforcing and coherent; must prepare the student for expertise in some body of knowledge, methodology, or problem area; and must provide the student with adequate skills and knowledge to do research.

The requirement of a supporting program (15 credits minimum) may be satisfied in two ways. The student may develop a supporting program related to his major program and made up of courses drawn from Planning

and a number of other disciplines such as: Anthropology, Economics, Engineering, Environmental Sciences, Epidemiology, Geography, Computer Science, Mathematics, Political Science, Physical Sciences, Psychology, Sociology, or Statistics. Or a student may take a formal minor in another discipline with the consultation and approval of the appropriate department. The supporting area or minor emphasizes the achievement of methodological and related skills necessary to extend the student's research capabilities within a chosen area of specialization. Supportive complementary relationships between the two program components must be demonstrated.

Because a Ph.D. program is built around the particular interests of the doctoral student, it is important that the Ph.D. Admissions Committee be able to identify an applicant's program interests from application materials submitted for review to the Graduate School and the Department. In addition to any supplemental material the applicant may wish to submit in support of his or her application, the biographical essay or statement called for in the Department's supplemental application should include a statement of specific program interests, and information on relevant prior academic and professional training. The admissions process consists of two related phases. First, the Admissions Committee renders judgment about the academic qualifications of the Ph.D. applicant. Second, assuming academic qualifications are met, the Committee attempts to identify the applicant's program interests and the stage of development of those interests, and then considers the extent to which Departmental and University-wide resources may be marshalled in support of those stated interests. Thus, academic qualifications are a necessary but not sufficient basis for admission into the doctoral program. Applicant interests and University resources must be mutually supportive to ensure the development of a strong Ph.D. Program.

Doctoral candidates who hold master's degrees in planning require generally a minimum of three semesters in residence before beginning the dissertation. Other candidates may require six or more semesters, depending on their preparation.

Persons wishing to be considered for admission to the doctoral program and for fellowships and assistantships that may be available to doctoral candidates, are advised to communicate with the Department as far in advance as possible of the date they wish to enter. The deadline for applications for certain fellowships available to Ph.D. candidates is in October preceding the August in which the applicant plans to begin the doctoral program.

Further information about the doctoral program may be obtained from the program director, Professor Robert Moroney.

SPECIAL PROGRAMS

Combined Program in Law and Planning

Under a program sponsored jointly by the School of Law and the Department of City and Regional Planning, students enrolled in both curricula may receive both the J.D. and Master of Regional Planning degrees in four years rather than the five years ordinarily required. The program draws upon the resources of the two curricula with a view to developing professionals capable of dealing with both the legal and planning aspects of urban and regional policy problems. The combined degree program is designed to prepare for a variety of professional roles in which a knowledge of planning methodology and process, coupled with the analytical skills and professional expertise of the lawyer, are essential. These may include administrators and staff of public agencies and consulting firms in the fields of planning, housing, development, and environmental protection, research analysts, staff members of governmental commissions and agencies, or executive assistants to elected and appointed officials.

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

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

Admissions Office
School of Law
The University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27514

Combined Program in Planning and Transportation Engineering

A combined program leading to graduate degrees in city and regional planning and transportation engineering is offered in collaboration with the Department of Civil Engineering of North Carolina State University at Raleigh. The combined program, which calls for 60 semester credit hours,

leads to the degrees of: Master of Regional Planning and Master of Science in Civil Engineering or Master of Civil Engineering. This program is open to students with undergraduate degrees in civil engineering. For other students, course work in transportation is available at NCSU with approval of the instructor. For further information write to the Chairman of the Department of City and Regional Planning, The University of North Carolina at Chapel Hill; and to the Chairman of the Department of Civil Engineering, North Carolina State University at Raleigh.

Undergraduate Honors Program in Urban and Regional Studies

Undergraduates reading for honors, or those certified by their departments as eligible for honors study, may enroll in an honors program in urban studies. A student admitted to the program is required to take one or more urban oriented courses in his major and a minimum of two outside the major. The following list is illustrative of such courses: Anthropology 167; Economics 120, 122, and 163; Political Science 133, 156, 171, and 182; Sociology 163, 168, and 186; Planning 106, 127, and 150; Geography 151, 152, and 183; and History 117. In the event that no urban or regional oriented course is available in the major, a minimum of three such courses is required outside the major. In addition, a student accepted for the honors program in urban and regional studies is required to enroll for an honors seminar (PLAN 199) and to write an honors paper in the major discipline which is oriented toward urban or regional studies.

Students achieving distinction in honors papers and maintaining a very high level of academic performance in their course work, in addition to graduating with honors awarded by their department, will be further awarded a "Certificate of Honors in Urban and Regional Studies."

Students interested in the honors program should see the Undergraduate Honors Adviser in the Department of City and Regional Planning, preferably in the spring semester of their sophomore year.

Interdisciplinary Studies B.A. with Urban Studies Focus

Undergraduates may also enroll in the Interdisciplinary Studies B.A. degree program in the College of Arts and Sciences, with a focus in urban studies. Interested students should consult with the Faculty Sponsor in the Department of City and Regional Planning, preferably in the spring semester of their sophomore year. Applications for an interdisciplinary degree must be submitted to the Assistant Dean for Experimental and

Special Studies no later than 45 semester hours (or 3 semesters) before intended graduation.

Students in Other Departments

Students taking majors in other departments may be admitted to courses in city and regional planning provided they have the necessary prerequisite training and permission of the instructor. A limited number of courses are open to undergraduate students, and priority is given to students in the Undergraduate Honors Program in Urban and Regional Studies and in the Interdisciplinary Studies B.A. with an Urban Studies focus. Minor programs for qualified students who are candidates for master's and doctoral degrees in other fields also may be arranged.

RESEARCH PROGRAMS IN URBAN AND REGIONAL STUDIES

Through the Center for Urban and Regional Studies, the Institute for Research in Social Science, the Water Resources Research Institute, the Institute for Environmental Studies and the Triangle Universities Consortium on Air Pollution, members of the faculty and graduate students in the Department of City and Regional Planning and in related departments collaborate on research in a wide range of subject areas concerning human behavior and the environment.

Established in 1953 and later facilitated under a grant from the Ford Foundation, the program of the Center for Urban and Regional Studies is concerned with theoretical and empirical research in urban processes and area development. With continuing State funding inaugurated by the 1969 North Carolina General Assembly, the Center now has a permanent staff for planning and administration of its program and for the development of a research-oriented program of services to local and state governments in North Carolina and elsewhere. The Department's faculty utilizes the Center to pursue research interests and collaborates with faculty members of other departments in the University on research projects.

The Institute for Environmental Studies, established in 1965, provides within the University a means for furthering research and teaching the various fields of environmental quality on an interdisciplinary basis. Members of the Department's faculty and graduate students use the Institute to participate with other departments in seminars and discussions on broad aspects of environmental quality in the natural and social sciences, engineering, and in public health.

In 1964 the Water Resources Research Institute was established to support research on all aspects of water resources including the planning, programming, and analysis of urban and regional systems for development and control of water quantity and quality. The Institute serves as a focal point for faculty and student research and interdisciplinary seminars relating to water resources.

The Triangle Universities Consortium on Air Pollution is an association of The University of North Carolina at Chapel Hill, Duke University, and North Carolina State University formed in 1970 to advance joint and cooperative action in education, research, and public service related to air quality management. The Consortium serves as a focal point for faculty and students in cooperative research and teaching related to air resources and their management.

DESCRIPTION OF COURSES

Regularly Scheduled Courses for Graduates and Advanced Undergraduates

- 105 **INTRODUCTORY PLANNING STATISTICS** (3). Foundation course in statistical concepts and methods primarily for professional Master's degree candidates in this Department. Elements of probability theory, estimation and hypothesis testing, simple correlation and regression, and simple analysis of variance. Fall. Gilbert, Rohe.
- 106 **INTRODUCTION TO URBANISM AND PLANNING** (3). Discussion and analysis of current urban problems and of forces responsible for urban and regional growth. Historical perspective on the planning profession and the planning approach to urban phenomena. Evaluation of current proposals dealing with aspects of the urban situation in the United States. Fall. Weiss, Rohe.
- 110 **SELECTED TOPICS IN URBAN STUDIES** (3). An introduction to the functioning of the urban area as a complex system, and to the analysis of policies aimed at development and change. Fall or Spring. Faculty.
- 127 **URBAN TRANSPORTATION PLANNING** (3). Fundamental characteristics of the urban transportation system as a component of urban structure. Methodologies for the analysis and planning of urban transportation. Techniques for the analysis of problems and the evaluation of plans. Fall. Gilbert.
- 140 **NATURAL RESOURCE AND ENVIRONMENTAL SYSTEMS IN URBAN AREAS** (3). An introduction to natural resources and environmental systems commonly found in urban areas. Emphasis on natural phenomena that impact on urban areas, urban impacts on natural systems, demands for natural resources and the rates at which pollutants are generated, public health and environmental impacts of pollutants. Fall. (Not offered 1979-1980.)
- 150 **DESIGN OF URBAN ENVIRONMENTS** (3). A study of contemporary urban form with an emphasis on the visual-spatial qualities. Environmental design will be analyzed including street furniture, residential and commercial development, and urban structure. Fall. Faculty.

- 174 **URBAN ECONOMICS** (ECON 122) (3). Prerequisite, Economics 131 or equivalent. Economic analysis of urban growth, urban structure, and current urban problems; location theory; transportation and housing problems; racial issues and the provision of urban services. Spring. Faculty.
- 176 **LOCATION AND SPACE ECONOMY** (ECON 120) (3). Prerequisite, ECON 131 or permission of instructor. Economic analysis and regional growth, regional structure, and current regional problems; central place theory and location patterns of cities; the demand for an allocation of space within urban areas; agglomeration effects and economies of scale. Fall. Faculty.
- 178 **REGIONAL SCIENCE TECHNIQUES** (ECON 121) (3). Prerequisite, ECON 132 or permission of instructor. Understanding and projection of variables within urban areas and regions; economic base studies; industrial location and industrial complex analysis; input-output analysis; income projection models; gravity and potential models; urban growth models. Spring. Faculty.
- 181 **RENEWABLE ENERGY SYSTEMS** (3). Implementation of energy systems based on renewable energy sources (including solar, biomass, hydro, and wind). Planning techniques for evaluating merits, costs, engineering feasibility, and implementation of such systems within the institutional context of communities and regions. Spring. Hill.
- 199 **HONORS SEMINAR IN URBAN AND REGIONAL STUDIES** (3). An overview of the subject matter and methods of investigation of the several disciplines as these relate to the study of cities and regions. Discussions supplemented by presentations of original papers prepared by the students. Spring. Weiss.

Courses for Graduates

- 200 **SPECIAL TOPICS IN PLANNING AND URBANISM** (3). Reading
201 and discussions to provide opportunities to develop new concepts and topics in various aspects of city and regional planning. Fall or Spring. Faculty.
- 203 **RAILROAD PLANNING** (3). Prerequisite, PLAN 127 or permission of instructor. A seminar focusing on the emerging public role in railroad planning and operations. The fundamental railroad

- problems are examined and recent public attempts to resolve these problems are reviewed. Spring. Gilbert.
- 205 **PUBLIC TRANSPORTATION (3)**. A seminar investigating alternative public urban transportation systems including mass transit, innovative transit services, and paratransit schemes. The systems will be examined from economic, land use, social, technical, and policy perspectives. Spring. Gilbert.
- 207 **TRANSPORTATION PLANNING MODELS (3)**. Techniques for predicting transportation demand. The transportation planning process: data collection, trip generation, modal choice, trip distribution and assignment. System evaluation techniques; social, economic, and environmental impacts of transportation; investigation of innovative modeling techniques. Spring. Gilbert.
- 209 **PLANNING AND GOVERNMENT (POLI 209) (3)**. Seminar on the nature and scope of the planning function in government, with particular emphasis on planning and domestic policymaking in the federal executive branch, and its legislative and intergovernmental relationships. Spring. Howes.
- 214 **METHODS FOR PUBLIC INVESTMENT ANALYSIS (3)**. Mathematical methods for design and analysis of public investments, including mathematics of discounting, selected optimization techniques, statistical decision theory, and elements of game theory. Techniques will be developed in the context of a range of urban and regional problems. A review of basic mathematical concepts and notation will be included in the course. Fall. (Not offered 1979-1980.)
- 215 **THEORY OF PLANNING I (3)**. Concepts and logic of planning as a professional activity. Critical overview of current theories leading students to development of a personal philosophy applicable to their work as planners. Fall. Faculty.
- 216 **THEORY OF PLANNING II (3)**. Construction of methodologies for evaluating various theories of planning and intensive analysis of the North American planning theory literature. Doctoral-level introduction to the area. Spring. Faculty.
- 219 **ENVIRONMENTAL SYSTEMS ANALYSIS (ENVR 219) (3)**. Principles of model construction for complex urban and environmental

- resource systems. Includes a review of selected models of urban and regional growth, water quantity and quality, air quality, and other environmental impacts. Spring. (Not offered 1979-1980.)
- 220 **DESIGN TECHNIQUES AND CONCEPTS** (3). Development of understanding in the use of graphic techniques and communications skills in design and appreciation of design concepts involved in the urban physical environment. Spring. Faculty.
- 221 **SITE PLANNING AND DESIGN** (3). Principles and techniques of site utilization and design applied to actual field assignments and problems. Instruction covers basic design considerations in current land planning and development practice in relation to problems of varying urban scale and complexity. Fall. Faculty.
- 222 **PLANNING ANALYSIS AND DESIGN** (3). Advanced urban and regional planning problems requiring design and evaluation of alternative policies and plans. The course brings together in a synthesis framework the conceptual approach and the techniques of the regional planner, the urban planner, and the social policy planner through coordinated exercises focusing on specific problems. Spring. Faculty. (Not offered 1979-1980.)
- 223 **PLANNING PROBLEMS** (3). A study in depth which may be concerned with one or more types of problems such as urban analysis, land use planning, regional planning, urban design, urban simulation, manpower planning or regional economic development. Students are advised to select the section which most closely relates to their career interests. Fall or Spring. Faculty.
- 225 **DIMENSIONS OF LAND USE PLANNING AND MANAGEMENT** (3). A broad survey of U.S. land use planning and management, its institutional bases, its relation to environmental, social, land development and public decision making systems, and its historical evolution and current state. A land planning simulation exercise and case studies and seminars on selected issues are included. Fall. Kaiser.
- 226 **REGIONAL DEVELOPMENT PLANNING** (3). A study in depth of development theories, models and strategies applicable to open, under-developed regions within developed nations, especially ones which describe the morphogenesis of political economy and social classes. Fall. Malizia.

- 230 **PLANNING LAW** (3). Governmental organization and enabling legislation for planning; eminent domain, dedication, official map, and other property-acquisition techniques; land use regulations, including nuisance ordinances, deed restrictions, building regulations, subdivision regulations, and zoning. Spring. Stipe, Brower.
- 231 **QUANTITATIVE METHODS IN PLANNING** (3). Fundamental quantitative methods as aids in prediction and decision analysis in planning, including demographic, economic, and spatial analysis. Introduction to computer programming and simulation. Spring. Faculty.
- 232 **PUBLIC INVESTMENT THEORY AND TECHNIQUES** (ENVR 282) (3). Prerequisite, ECON 131 or equivalent. The basic theory, process, and techniques of public investment and planning and decision-making, involving synthesis of economic, political and technologic aspects. Presents the theory underlying benefit-cost analysis, cost effectiveness, and PPBS, and adapts it, in both descriptive and normative terms, for application to a model that transforms broad community objectives into specific standards and criteria for planning public projects and programs. Fall. Faculty.
- 233 **NATURAL RESOURCE LAW AND POLICY** (ENVR 282) (3). An examination of the law of resource use and development, its administration and underlying policies. Particular attention is given to water resources law, regulatory law, and natural resource administration. Fall, Spring. Heath, Campbell.
- 234 **WATER RESOURCES PLANNING AND POLICY ANALYSIS** (ENVR 284) (3). Introduction to water resources planning and management and the interrelationships between water and other natural resource systems. Emphasis will be on federal and state water resources policies and the development of analytical skills for the identification of environmental problems associated with the development of urban water resources and management strategies required to minimize environmental impacts. Fall. Hill.
- 235 **LAND USE PLANNING** (3). An introduction to land use planning methodology. Techniques of carrying out basic surveys and analyses of activity systems, environment, and land use are evaluated; the land use design process, land use modeling, and the land use policy analysis process are examined. Concepts of urban spatial structure and land development are discussed as outcomes of urban activities and development processes accommodating to

economic, social, political, and physical constraints. Spring. Kaiser.

- 236 **DEVELOPMENT AND EMPLOYMENT PLANNING TECHNIQUES** (3). Descriptive techniques of regional economic accounting, social and spatial indicators, and shift-share analysis; analytic and planning uses of regional input-output models; employment programming including social benefit-cost analysis. Spring. Malizia.
- 237 **URBAN SPATIAL STRUCTURE** (3). An introduction to the study of urban spatial structure and urban planning. The course has a dual focus on concepts useful in understanding individual and household behavior in urban areas, particularly on understanding how households make location, travel, and activity decisions; and on using these concepts in planning for urban growth and change. Fall. Hemmens.
- 238 **NEW TOWNS SEMINAR** (3). Review of issues and problems in new towns development; comparative evaluation of new town development processes and projects in public and private sectors; independent research on planning process, public policy, implementation, and social concerns. Spring. Weiss.
- 239 **REVITALIZING THE CENTRAL CITIES: PROCESS, PRODUCT, AND POTENTIAL** (3). Critical examination of processes of urban redevelopment, renewal, conservation, preservation, adaptive reuse, new towns-in-town as they have evolved in the older cities of the USA. Key legislation, public policies, and revitalization programs in the public and private sectors are reviewed through an extensive reading list and consideration of a broad range of city studies. Fall. Weiss.
- 241 **RESIDUALS MANAGEMENT** (3). An exploration of planning processes, analytical methods, and alternative control techniques for managing environmental quality. Primary attention will be given to problems in water and air quality management and their relationships to human health and ecological systems. Spring. Moreau.
- 242 **REGIONAL LAND PLANNING METHODS** (3). Methods for sub-state regional land planning, including land capability analysis, land classification mapping, critical areas identification, regional impact analysis, and areawide capital facilities programming. Institutional and legal determinants of regional land management practice. Fall. Godschalk.

- 244 **URBAN DEVELOPMENT GUIDANCE SYSTEMS** (3). Prerequisites or corequisites, PLAN 230 and PLAN 235 or PLAN 242. A seminar examining the theory, methods, problems, and practice of coordinating regulative, public investment, and policy instruments into an effective system to guide urban development. Both the feasibility and the effectiveness of guidance instruments are examined. Fall. Kaiser.
- 246 **HOUSING AND PUBLIC POLICY** (3). The housing market as the setting within which the low-income housing problem is studied; housing and the subsidy, conflicting goals and contradictory efforts; housing market analysis, problems of production, financing and rationalizing public policies and efforts to increase the supply of low and moderate income housing units. Fall. Stegman.
- 247 **ISSUES IN HOUSING MARKET DYNAMICS** (3). Prerequisite, PLAN 246 or permission of instructor. Detailed inquiry into a number of theoretical issues relating to market dynamics; the formulation, execution, and evaluation of housing policy. Among the possible subjects of investigation are the structure of the housing market, filtering, housing costs, the nature and efficiency of the construction industry, the economics of slums. Spring. Stegman.
- 248 **TRANSPORTATION PLANNING SEMINAR** (3). Original research on significant technical, economic, social, and administrative aspects of urban and regional transportation leading to a better understanding of the nature and problems of transportation and the methods of planning for it. Fall or Spring. Gilbert.
- 249 **INVESTMENT AND LOW-INCOME HOUSING** (3). Prerequisite, PLAN 246 or permission of instructor. The fundamentals of real estate investment analysis and taxation, with particular reference to the development of subsidized low and moderate income housing projects; responsibilities include problem sets and an independent project. Spring. Stegman. (Not offered 1979-1980.)
- 250 **PSYCHO-SOCIAL FACTORS IN RESIDENTIAL SITE PLANNING AND DESIGN** (3). Provides student with understanding of relationships between environment and man and the capacity to use this knowledge to create more effective environments. A conceptual framework is developed for using this knowledge in the process of programming, designing, and evaluating residential environments. (Not offered 1979-1980.)
- 251 **URBAN DESIGN METHODS AND TECHNIQUES** (3). Study of systematic processes, methods and techniques appropriate to

solving contemporary urban design problems. Spring. Faculty.
(Not offered 1979-1980.)

- 260 **URBAN ECONOMIC DEVELOPMENT PLANNING** (3). The study of established city economies with respect to their larger metropolitan regions from several conceptual perspectives, which is intended to develop a political-economic interpretation of cities as sub-national entities with increasingly unstable economic structures. Urban economic development planning is considered as a way of devising strategies which provide for the accumulation and shared use of productive and social capital. These strategies build on related physical, socio-economic, and environmental planning models of the urban community. Spring. Bergman.
- 263 **HOUSING AND COMMUNITY DEVELOPMENT** (LAW 255) (3). The supply and use of public and private urban housing, exclusive of residential subdivisions. Public housing; low and moderate income housing programs; housing subsidies. Urban renewal, model cities, and metropolitan development. The rights and duties of indigent tenants against public and private landlords. Racial discrimination in housing. Fall. Daye.
- 264 **SOCIAL LEGISLATION** (LAW 257) (3). The study of governmental programs to protect the economic welfare of the individual. Social Security law, public assistance, unemployment compensation, regulation of wages and hours of work, and discrimination of employment. Spring. Nakell. (Not offered 1979-1980.)
- 265 **SOCIAL POLICY PLANNING** (Human Services Administration 265) (3). This course deals specifically with public policy influencing social planning. The overall objective is the development of a model to analyze social policies and the force field surrounding policy evolution. Spring. Moroney.
- 266 **DESIGN OF POLICY ORIENTED RESEARCH** (3). The purpose of this course is to develop understanding and skill in the design of social research as used in the analysis of planning problems and policy formulation. The course will emphasize the logic underlying research methodology in the social sciences, rather than specific techniques in data collection and analysis. The elements of research design will be examined in terms of three different methods of social inquiry: (1) participant observation, (2) the social survey, and (3) the demonstration experiment. Spring. Faculty.
- 267 **PARTICIPATORY PLANNING** (3). Analysis of theory, methods, and experience in planning that involves citizen participation,

emphasizing effects of participation in governmental programs on conflict, innovation, plan-making, and plan implementation. Spring. Godschalk.

- 268 **PLANNING AND SOCIAL STRUCTURE** (Human Services Administration 268) (3). This course provides a planning methodology for the diagnosis of social problems. It is based on an analysis of the relationship between social structures and problems of the local community, and on the discovery of methods planners can use to change such structures. Problems are selected from the fields of education, social welfare, housing, and ecology. Fall. Faculty. (Not offered 1979-1980.)
- 269 **EMPLOYMENT AND LABOR MARKET PLANNING** (3). An examination of how employment planning, when designed as an important element in an overall strategy of socio-economic development, can be used to affect the conditions of employment and the distribution of work-derived income in local labor markets. Major topics covered include employment deprivations, structure of labor forces, industrial structure, worker control, conditions of work, labor market and employment policy (including CETA), and selected employment planning techniques. Fall. Bergman.
- 270 **PLANNING OF SERVICE DELIVERY SYSTEMS** (Human Services Administration 270) (3). Analysis of various service delivery systems with specific focus on human resource planning. Examination of various models in the context of organizational theory, staffing, financing, and evaluation. Fall. Moroney.
- 275 **PROGRAM EVALUATION IN THE HUMAN SERVICES** (Human Services Administration 305) (3). The purpose of this course is to develop understanding and skill in the conduct of program evaluation. Issues covered include: rationale, design, criteria, measurement, utilization. Spring. Moroney.
- 305 **SEMINAR ON LAND USE AND ENVIRONMENTAL PROCESSES** (3). A research seminar on the relationship between land use and environmental quality planning and policy-making in the urban, regional, and national context. Fall. Faculty. (Not offered 1979-1980.)
- 310 **PLANNING RESEARCH SEMINAR** (3). Original research or field
311 work on selected planning problems under guidance of a member of the faculty. Fall or Spring. Faculty.
- 315 **INDEPENDENT STUDY** (3). This course permits full-time

graduate students enrolled in the Department of City and Regional Planning who wish to pursue independent study of a research or project nature to do so under the direction of a member of the Department faculty. Fall or Spring. Faculty.

394 **DOCTORAL DISSERTATION** (credits variable). Faculty.

400 **GENERAL REGISTRATION** (0)

New Courses

New courses on special topics scheduled for 1979-1980 include:

- 200(10) **ENVIRONMENTAL POLICIES AND PLANNING PROCESSES** (3). Analysis of problems and issues in environmental planning. An examination of alternative approaches to policies for managing environmental quality and natural resources, including a critical review of U.S. policies as they have evolved. Regional environmental planning processes will be explored within the context of policy alternatives. Special attention is given to water resources and air and water quality management. Fall. Moreau, Hill.
- 200(20) **ENERGY PLANNING** (3). An introduction to methods for assessing energy use by sector, forecasting demand, and evaluating various energy resources and/or conservation and management techniques for meeting this demand. Focus on methods applicable at the municipal or regional level for assessing energy demand patterns and the emerging set of planning tools available to local and regional planners for meeting and/or altering energy demand without sacrificing economic development. Fall. Hill.
- 201(4) **COMMUNITY ECONOMIC DEVELOPMENT** (3). Focuses on the development of community institutions as important planning tools which enable dependent populations to pool their resources and talents to create jobs, income and self-management or ownership opportunities for themselves.
- 110(25) **SELF HELP HOUSING AND NEIGHBORHOOD DEVELOPMENT** (3). A seminar on self-help housing activity, including case studies of neighborhood development and applications in urban, suburban, and rural areas, and analyses of governmental programs for urban homesteading, neighborhood housing services, sweat equity, and cooperative housing. Fall. Laven.

Applications Courses

In addition to the regularly scheduled courses above, the Department offers application courses designed to give students experience in applying substantive theory and planning methods to actual problem situations within a controlled learning context. In such courses students have an opportunity to interact with practicing professionals and public clients. Applications courses offered in 1978-1979 included:

- 223(1) **REGIONAL LAND POLICY** (3). A study of land use planning in the Coastal Zone Management Program in North Carolina. Owens.
- 223(2) **BALANCED GROWTH** (3). An analysis of the evolution of North Carolina's Balanced Growth Policy and its probable impact on local areas and communities. Bergman and Sarbib.
- 223(3) **RECREATING THE COMMUNITY** (3). Design of strategies for safety and security, crime prevention, community services, tenant-management relations, and community task force operation in two public housing projects in Fayetteville, N.C. Weiss.
- 223(4) **LAND USE GUIDANCE SYSTEM DESIGN** (3). Analysis and proposals for a CBD redevelopment guidance system, including mechanisms to encourage residential and mixed development in the central area of Chapel Hill. Kaiser.
- 223(5) **WATER AND SEWER EXTENSION POLICIES** (3). Problem assessment and recommendations for integrating the water and sewer extension policies of the Orange Water and Sewer Authority with the land use and growth management plans of Chapel Hill and Carrboro. Hill.
- 223(6) **NEEDS ASSESSMENT FOR HUMAN SERVICES** (3). Application of needs assessment methods to human services programs in Winston-Salem, N.C. DeGiovanni.

Special Seminars

Special seminars are offered on topics of current interest in planning practice and on new areas of development in the planning field. Such seminars during 1978-1979 included:

- 201(22) **SOCIAL DIMENSIONS OF LAND USE** (3). An exploration of the interaction between land use planning and social variables focusing on social factors leading to land development patterns and the effects of land use decisions on social structure. Rohe.
- 311(10) **ENVIRONMENTAL STANDARD SETTING PROCESSES** (3). A research seminar on the setting of ambient water and air quality standards and effluent and emission standards promulgated by the U.S. Environmental Protection Agency and related state agencies. Moreau, Hufschmidt.
- 311(11) **THE PLANNING AND LAW NEXUS** (3). A seminar on the procedural and substantive nexus between planning and law, including analysis of the areas of housing, natural resources, growth management, environmental quality, and community development. Godschalk, Brower, Schoenbaum.
- 311(20) **ALTERNATIVE ENERGY STRATEGIES** (3). Examination of the technical, planning, and policy aspects of alternative energy strategies for the Southeast, including both supply and demand sides of projected energy requirements. Hill.
- 311(22) **NEIGHBORHOOD PLANNING** (3). Introduction to the rationale and technique for planning at the neighborhood scale. Analysis of neighborhood planning cases. Design of new neighborhoods and conservation and revitalization of existing neighborhoods. Rohe.

STUDENTS IN RESIDENCE 1978-1979

(*) Indicates Entering Student

- *ROBERT N. ADDELSON—B.S. (Forestry) North Carolina State University
STEPHEN A. ADEMILUYI—B.A. (Geography) University of Ife, Nigeria;
M.A. (Geography) UCLA
- *ROY N. ARNOLD—A.B. (Psychology) Emory University; M.B.A. (Business Administration) Emory University
- EZEKIAL L. BECTON—B.S. (Geography) North Carolina Central University
- *JAMES H. BELK—A.B. (Political Science) UNC-Chapel Hill
RICHARD E. BELL—A.B. (Geography) UNC-Chapel Hill
- *LINDA D. BENNETT—B.A. (English, Psychology, Afro-American African Studies) UNC-Charlotte
- *LINDA BENTZ—B.A. (Liberal Arts, Sociology) Pennsylvania State University
- *VERNA E. BERRY—B.A. (Urban Studies) St. Olaf College
JOSEPH BIBER—B.A. (Urban Studies) SUNY at Purchase
ANNE BORDERS-PATTERSON—B.A. (Biology & Phys. Ed.) Spelman College; M.Ed. (Special Education) Boston University
- *ROBERT D. BROOKS—B.A. (Geography & History) UNC-Charlotte
ELIZABETH V. BYRON—B.A. (Geography & Urban Studies) Aquinas College
- *JOSE CARPIO—B.A. (Architecture) National University of San Augustin; Professional Degree (Architecture) National University of San Augustin
VALERIE K. CARTER—B.A. (American History) Vassar College
- *JULIA A. CAUDLE—A.B. (Public Policy) Duke University
SANDRA T. CHEATHAM—A.B. (Psychology) UNC-Chapel Hill
HOWARD D. CHERNIACK—B.A. (Government & International Relations) Carleton College; M.C.P. (City & Regional Planning) University of California at Berkeley
- *JOHN B. COAN—B.A. (Sociology) Boston College; M.A. (Sociology) Boston College
- *CHRISTOPHER J. COTANT—B.B.A. (Economics) University of Iowa
- *PAMELA R. COUNTS—B.A. (Urban Studies) Mount Holyoke College
- *CAROLINE K. CROMARTIE—A.B. (City Planning) Davidson College
WRISTON M. CROWELL—A.B. (International Studies) UNC-Chapel Hill
ELLEN S. CUNNINGHAM—B.A. (Philosophy) Trinity College
JOHN M. DAVIS—B.C.E. (Civil Engineering) Georgia Institute of Technology
- AUDREY N. DELONG—B.A. (Psychology) Furman University
- *ARTHUR C. DITOMMASO—B.A. (Economics) SUNY at Binghamton

- *THERESA M. DONAHUE—B.S. (Environmental Policy) Duke University
 STEVEN C. DOPP—B.S.U.P. (Urban Planning) California State Polytechnic University
 LEE S. DOWNIE—A. B. (Geography) East Carolina College
- *DONNA L. DYER—A.B. (Policy Sciences) Duke University
 MILDRED L. ERB—B.A. (History) Grinnell College
- *CHARLES E. FEIBEL—B.S. (Mechanical Engineering) Carnegie-Mellon University; M.S. (Public Management & Policy) Carnegie-Mellon University
- *JOHN D. FOSTER—B.S.C.E. (Civil Engineering) University of Maryland; M.C.U.R.P. (Urban and Regional Planning) Virginia Polytechnic Institute
 FREDERIC D. FRAVEL—B.A. (Social Science) Duke University; M.R.P. (Planning) UNC-Chapel Hill
 STEVEN P. FRENCH—B.A. (Economics) University of Virginia; M.U.R.P. (Urban and Regional Planning) University of Colorado
- *WILLIAM D. GARDNER—B.A. (English) University of Wisconsin
- *W. GREGORY GIBBS—B.A. (Environmental Design & Regional Planning) SUNY at Buffalo
 ERIC L. GLEASON—B.S. (Resource Economics) University of New Hampshire
- *STEPHEN R. GODWIN—B.A. (Religion) UNC-Chapel Hill
- *REGGIE M. GREENWOOD—B.S. (Business) UNC-Chapel Hill
- *EDWIN L. HALL—B.A. (Political Science) College of William & Mary; M.A. (Urban Affairs) Norfolk State College
 STEWART E. HANKINS—A.B. (Political Science) UNC-Chapel Hill; (Law) UNC-Chapel Hill
 GLENN R. HARBECK—B.S. (Environmental Studies and Landscape Architecture) SUNY at Syracuse
- *EDISON T. HARRIS—B.A. (Political Science & Pan-African Studies) California State University
 STEVEN M. HERZBERG—B.A. (Environmental Sciences) SUNY at Purchase
- *MARGARET L. HILTON—B.A. (Geography) University of Michigan-Ann Arbor
- *JOSEPH B. HUEGY—B.A. (Economics) Wabash College
 MARK D. HUNSBERGER—B.S. (Natural Resources) University of Michigan-Ann Arbor
 ERIC L. HYMAN—B.A. (Economics & Environmental Science) University of Virginia
- *SUSAN J. IERVOLINO—B.A. (Environmental Studies & Political Science) SUNY at Albany
- *MARY E. JOHN—B.A. (Government) Cornell University
 EARL R. JONES—B.A. (Political Science) Brooklyn College; M.R.P. (Plan-

- ning) UNC-Chapel Hill
- MILFORD K. KIRBY—A.B. (History) Davidson; (Law) UNC-Chapel Hill
- RALPH D. KIRKMAN—B.A. (Political Science) UNC-Chapel Hill
- ROBERT J. KLEIN—B.A. (Economics) SUNY at Oneonta
- BRUCE J. M. KNOPF—B.S.C.E. (Civil Engineering) University of California at Berkeley
- JOSEPH KOTT—B.A. (Political Science) Wayne State University
- *STEVEN S. LAZIN—B.A. (Geography) University of Wisconsin at Madison
- NANCEY G. LEIGH-PRESTON—B.A. (Urban Studies) UNC-Chapel Hill
- *SHARON N. LONG—B.A. (Sociology) Salisbury State College
- *JOANN LUEHRING—B.A. (Geography) Kansas State University; M.A. (Geography) Kansas State University
- *PETER LUND—B.A. (Political Science) SUNY at Oneonta; M.A. (Geography) SUNY at Albany
- THOMAS R. McCURDY—B.Arch. (Architecture) Pennsylvania State University; M.R.P. (Planning) Pennsylvania State University
- *JANET E. McKINNON—B.A. (Economics) College of William & Mary
- *KERRY McNALLY—B.A. (English) Rider College
- BYRON J. MAGOL—B.S. (Urban Studies) Fairleigh Dickinson University
- *THOMAS W. MARCHWINSKI—A.B. (Geography) Rutgers
- *JOHN R. MARLING—B.S. (Sociology) University of Tulsa
- *DWAYNE S. MEARS—B.S. (Planning) California Polytechnic University
- *DAVID C. MERDINGER—B.A. (Environmental Studies & Environmental Design & Planning) SUNY at Buffalo
- DONALD E. MESERVE—B.Arch. (Architecture) Pratt Institute
- *TODD MILLER—B.A. (Urban Studies) UNC-Chapel Hill
- *CYNTHIA L. MILLSAPS—B.A. (Political Science) Wake Forest University; (Law) UNC-Chapel Hill
- WILLIAM P. MINERVINI—B.S. (Environmental Planning) Rutgers
- *DELOS D. MONTEITH, JR.—B.S. (Geography) Western Carolina University
- CATHERINE A. MORRIS—B.A. (Economics) College of William & Mary
- CAROLYN J. MOSHER—B.A. (Art History) Wellesley College
- *DONZIA VON MUMFORD—B.A. (Urban Studies & Economics) St. Olaf College
- *ANNE E. NEWTON—B.A. (Elementary Education) Ohio Wesleyan University; Ed.M. (Elementary Reading) Boston University
- *ROBERT C. NICHOLS—B.A. (Biology) Grinnell College
- *DEBORAH C. NOGAMI—B.A. (Sociology) Pomona College.
- *NANCY D. NONEMAN—B.A. (English/Botany) UNC-Chapel Hill; (Law) UNC-Chapel Hill
- *JEROME F. PAGE III—B.A. (English) Williams College; (Law) UNC-Chapel Hill
- KATHERINE B. PARAMORE—B.A. (Political Science & Economics) UNC-Chapel Hill

- *CALVIN PARKER—B.A. (Urban Studies) Columbia University
 NANCY A. PAULSON—B.A. (Urban Studies) Grinnell College
- *MARK L. PECKHAM—B.S. (Political Science and Geography) SUNY at Brockport
 RUBY PEREZ—B.A. (Political Science) Pan American University
- *MARYALICE E. QUINN—B.A. (Economics) UNC-Chapel Hill
- *ROBIN S. REAVIS—B.A. (Political Science) UNC-Greensboro
- *KAREN E. RICHMOND—B.A. (Political Science) Loyola College
 DAVID S. ROSS—B.S. (Environmental Design & Architecture) North Carolina State University
 ELLYN J. RULLESTAD—B.B.A. (Economics) University of Iowa
- *JOANNE M. SAUVÉ—B.A. (Anthropology) University of Florida
- *ROGER N. SCHECTER—B.S. (Biology) East Carolina University; M.A. (Biology) UNC-Greensboro
 KIRK P. SCHLEMMER—B.A. (Anthropology) Arizona State University
- *LORRAINE J. SCHMITT—B.A. (Psychology) UNC-Wilmington
 VALERIE M. SCOPAZ—B.S. (Environmental Studies) St. Johns University
- *TERRI DEE SILVERBERG—B.A. (Political Science) Tufts University
- *ROBERT A. SIMONS—B.A. (Anthropology) Colorado State University
 LOWELL W. SMITH—B.A. (Planning) University of Virginia
- *BAMBANG B. SOEDJITO—B.S.E. (Engineering) Institute of Technology, Bandung; M.R.P. (Policy Planning & Regional Analysis) Cornell University
 JAMES R. STEIGERWALD—B.A. (Inter-Disciplinary Urban Studies) UNC-Chapel Hill
 BRUCE S. STIFTEL—B.S. (Environmental Studies & Biology) SUNY at Stony Brook; M.R.P. (City & Regional Planning) UNC-Chapel Hill
- *MICHAEL M. STOKES—B.A. (Art History) Vanderbilt University
 KATHLEEN T. SWANSON—B.A. (English) Colby College
- *LEROY THOMPSON—B.A. (Urban Planning) Shaw University
 LEE C. TSENG—B.Eng. (Architectural Engineering) Cheng Kung University; M.Eng. (City Planning) College of Chinese Culture
- *FREDERICK E. VOGLER, JR.—B.A. (Sociology & Economics) University of Virginia
 DAVID J. VOZZOLO—B.A. (Urban & Environmental Studies) Case Western Reserve University
 RALPH M. WALLACE—B.S. (Sociology) Florida State University
- *DIANE E. WATERS—B.S. (Urban Studies) M.I.T.
- *RICHARD P. WEAVER—B.A. (Sociology) Colby College
 LAURA D. WEBB—B.A. (Social Ecology) University of California at Irvine
 RUTH ANN WEIDNER—B.S. (Natural Resources) University of Michigan-Ann Arbor
 ANNE R. WILLIAMS—B.A. (History & Urban Studies) UNC-Greensboro

- *SUSAN ANN WILSON—B.A. (Sociology) Ohio Wesleyan University
- *THOMAS M. YOCKEY—B.A. (Economics) University of Michigan-Ann Arbor
- *KEN A. ZATARAIN—B.A. (Geography) Louisiana State University
- JOHN M. ZAYAC—B.S.C.E. (Civil Engineering) Ohio Northern University;
M.S.C.E. (Water Resources) Clemson University
- BERNADINE ZIMMERMAN—B.A. (Interdisciplinary Studies) UNC-Chapel Hill
- HEIDI N. ZIMMER-MEYER—B.A. (Anthropology & Sociology) University of Rochester
- ALFONSO NERI AVILA—B.A. (Economics) Universidad de las Americas;
M.A. (Economics) Universidad de las Americas; M.A. (Planning) Organizacion de la Naciones Unidas

GENERAL INFORMATION

Financial Assistance

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

Awards Made by the Department

Mellon Fellowships, established in 1964 under a gift from the Richard King Mellon Charitable Trusts for graduate students in city planning and urban renewal. The grants are variable and are made in relation to need.

Graduate and Research Assistantships, provided through State funds, as well as through research grants from foundations and Federal Agencies pay up to \$2,400 a year.

University Awards for Which Applicants to the Department Are Considered

Morehead Fellowships, provided by the John Motley Morehead Foundation pay \$4,000 a year, plus tuition and fees, for each of four years.

First Year Graduate School Fellowships pay up to \$3,000 for the first year plus tuition benefits.

Assistantships offered through the Center for Urban and Regional Studies. These pay up to \$2,400 a year.

Applications for financial aid are considered for all fellowships and assistantships available through the Department and the University. Application for aid is made on the admission application forms.

Awards for Minority Students

Graduate and Professional Opportunities Program Awards, from the U.S. Department of Health, Education, and Welfare, pay \$3,900 for twelve months plus tuition and fees to selected minority planning students pursuing a Ph.D. program.

Work-Study Traineeships, from the U.S. Department of Housing and Urban Development, pay \$3,175 plus tuition and fees to selected minority planning students working part-time with public planning agencies in the area.

Minority Doctoral Fellowships pay \$4,000 for the academic year to selected minority residents of North Carolina with a B.A. from one of the U.N.C. campuses, who are interested in attaining a Ph.D.

Awards Made by Outside Agencies

The U.S. Public Health Service, the National Science Foundation, and the U.S. Environmental Protection Agency maintain independent fellowship programs in which grants are made to individuals on the recommendation of the school of their choice. Interested applicants should write to these agencies at least a year in advance for information concerning their fellowship programs.

Student Loan Funds

The general loan funds, including the federal loan program, are available to graduate students. University loan funds are announced in the University catalog. Students interested in applying for loans should contact the Student Aid Office, 300 Vance Hall.

Fees and Expenses for Each Semester

	1979-80
Tuition (N.C. resident)	\$ 182.00
Tuition (out-of-state student)	1037.00
Fees	104.00

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

An applicant who has been offered admission reserves his or her place by the payment of a \$25.00 enrollment deposit which is credited toward the first semester's tuition. If he or she fails to register or to withdraw the application prior to May 1, the deposit is forfeited.

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

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

Housing

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

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

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

RESIDENCE STATUS FOR TUITION PAYMENT¹

General. Every applicant for admission is required to make a statement as to his or her length of residence in North Carolina. The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition a legal resident must have maintained his domicile in North Carolina for at least 12 months immediately prior to his classification as a resident for tuition purposes. In order to be eligible for such classification, the student must establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of mere temporary residence incident to enrollment in an institution of higher education.

Domicile. Domicile means one's permanent dwelling place of indefinite

1. The information in this section comes from three sources: (i) North Carolina General Statutes, Sec. 116-143.1; (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes, July 7, 1977*; (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

duration, as distinguished from a temporary place of abode; synonymous with "legal residence."

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

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

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

Statutory Exceptions

a. *Grace Period.* By virtue of the provisions of G.S. 116-143.1, if a student has been properly classified as a resident for tuition purposes, a change in that student's state of residence thereafter does not effect in all cases an immediate automatic loss of entitlement to the in-state tuition rate. To qualify for the grace period, the following conditions must be satisfied:

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

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

The extent of this grace period, during which the in-state rate is applicable in spite of the fact that the student is not a legal resident of North Carolina, is twelve months from the date of change in legal residence, plus

any portion of a semester or academic term remaining, as of the expiration date of the twelve-month period, in which the student is enrolled.

b. *Qualifying Periods for Spouses.* By virtue of the provisions of G.S. 116-143.1, the prescribed twelve-month period of legal residence required for entitlement to classification as a resident for tuition purposes may be shortened on the basis of the marital status of the student, in specified circumstances. If a student otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the spouse of the student, if the spouse has been a legal resident of the State for the requisite twelve-month period.

Married Persons. The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person shall be 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 shall be 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 domicile of his or her spouse shall be deemed relevant evidence to be considered in ascertaining domiciliary intent.

Minors. A minor is any person who has not reached the age of eighteen years. The domicile of a minor is that of the father. With a few exceptions noted below, this presumption is virtually irrebuttable. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents as to enjoy a species of adulthood for legal purposes. The consequences, for present purposes, of such circumstances is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile in fact has been established. The circumstances recognized as having the potentially emancipating effect are:

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

Aliens. An alien holding a visa which will permit eventual permanent residence in the United States is subject to the same considerations as a citizen. An alien holding a visa which will not permit eventual permanent residence in the United States (for example, a student visa) cannot be classified as a resident. Indochina refugees paroled into the United States after March 31, 1975 may receive in-state tuition privileges if they have abided in North Carolina for twelve consecutive months.

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 shall lose his or her in-state residence status solely by serving in the armed forces outside of the State of North Carolina.

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

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

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residential classification for tuition purposes.

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

Responsibility of Students. Any student or prospective student in doubt

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

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

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

A complete explanation of the Statute and the procedures under the Statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. This *Manual* and other information concerning the application of this law is available for inspection in the Admissions Offices of the University.

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

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

DIRECTORY INFORMATION

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

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

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

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

CALENDAR OF EVENTS 1979-1980

Fall Semester, 1979

August 22-24, Wednesday-Friday	Registration.
August 27, Monday	Classes begin.
September 3, Monday	Holiday.
October 19, Friday	Fall recess begins at 5 P.M.
October 24, Wednesday	Classes resume at 8 A.M.

November 21, Wednesday	Thanksgiving recess begins at 1 P.M.
November 26, Monday	Classes resume at 8 A.M.
December 7, Friday	Last class day.
December 10-19 Monday-Saturday Monday-Wednesday	Final course examinations.

Spring Semester, 1980

January 7-8, Monday-Tuesday	Registration.
January 9, Wednesday	Classes begin.
February 29, Friday	Spring recess begins at 5 P.M.
March 10, Monday	Classes resume at 8 A.M.
April 7, Monday	Holiday.
April 24, Thursday	Last class day.
April 28-May 7 Monday-Saturday Monday-Wednesday	Final course examinations.
May 11, Sunday	Commencement.

{

