

UNCC

THE UNIVERSITY OF NORTH CAROLINA
AT CHARLOTTE
GRADUATE CATALOG 1972-73





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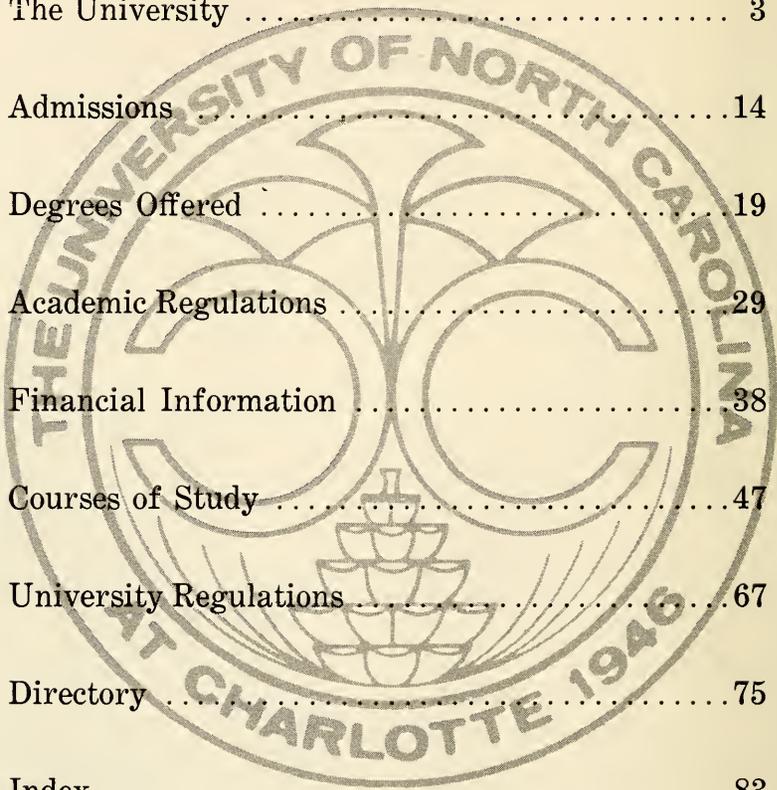
**THE UNIVERSITY
OF NORTH CAROLINA
AT CHARLOTTE**

**GRADUATE
CATALOG 1972 - 73**

VOL. VIII - NO. 2

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The University

The University of North Carolina at Charlotte is one of a large number of new universities located in urban areas. The development of these new institutions near our nation's largest cities reflects the contemporary influence of urban life. The city is the laboratory of life in America today. The city is where the action is. The city is *now*.



UNCC is located in the largest urban center of the two Carolinas. With a metropolitan population of more than 350,000, Charlotte ranks as the largest city in the Piedmont Crescent, an area which population experts predict will become the fifth largest urban complex in the nation by the turn of the century.

UNCC offers its students the opportunities to study and become involved in the problems of life in the city. Many distinguished American universities located in isolated areas are taking students to urban centers in order that they may study the city first hand, taking advantage of the wealth of cultural opportunities available only in urban surroundings.

The University of North Carolina at Charlotte is one of the campuses of the University of North Carolina system. Thus, while the University feels free to experiment and innovate, at the same time it has the ability to draw upon the wisdom and experience of years of tradition.

Purpose

No formal statement of purpose has been devised at UNCC; however, the following principles have been agreed upon:

Recognizing that knowledge is man's awareness of himself and the universe and that learning is the process of discovery which extends the individual's awareness, the University of North Carolina at Charlotte exists to provide an environment which encourages and nurtures the continuing process of discovery.

The University of North Carolina at Charlotte gives first priority to the development of excellence in undergraduate teaching. Moreover, the University is dedicated to provide both graduate and undergraduate instruction, as well as research opportunities, in the basic natural sciences, the social sciences, the humanities, the fine arts, teacher education, and certain professional areas.

Responding to the needs of a rapidly urbanizing society in which it is situated, the University involves itself in

intellectual and cultural exchange with the immediate community and the State of North Carolina.

In order that the University not limit its horizons to the boundary of its county, state, or nation, however, there is an emphasis upon international issues with the realization that much of learning—language, literature, technology, the arts—is international in origin and scope.

The University of North Carolina at Charlotte is committed to the concept of lifelong learning and provides opportunities for educational enrichment and renewal to members of the public in addition to those enrolled in degree and credit programs.

In its relationship with students, faculty and staff members, alumni and the public, the University treats each person as an individual, respecting differences and guaranteeing individual rights of citizenship.

History

The University of North Carolina at Charlotte was created by the North Carolina General Assembly in 1965. The legislation made Charlotte College, UNCC's predecessor institution, the fourth campus of the consolidated University of North Carolina.

UNCC can trace its lineage to 1946 with the establishment of the Charlotte Center of the University of North Carolina. The center became Charlotte College in 1949. Offering a junior college curriculum, the College operated under the Charlotte Board of School Commissioners until 1958 when it became a part of the North Carolina community college system. In 1963, Charlotte College became a four-year institution.

Dr. D. W. Colvard was elected the first Chancellor of the Charlotte campus on January 28, 1966, and the University awarded its first baccalaureate degrees in May of that year.

Dr. Bonnie E. Cone, who had brought the institution to university status as President of Charlotte College, later serving as Acting Chancellor, was appointed Vice Chancellor for Student Affairs and Community Relations. Dr. Wm. Hugh McEniry was appointed Vice Chancellor for Academic Affairs in 1967. The University's administrative structure was completed in 1969 with the appointment of Silas M. Vaughn as Director of Administration. Mr.

Vaughn's title was changed to Vice Chancellor for Business Affairs in 1971.

To give leadership to the academic program and in the sharing of academic and planning responsibilities, Division Chairmen were appointed in the fall of 1968. When the University's academic divisions were converted into colleges in 1970, the Division Chairmen were appointed Deans of their respective colleges.



Skyline of rapidly growing Charlotte

The Campus

UNCC's campus is located eight miles north of downtown Charlotte on N. C. Highway 49 near its intersection with U. S. Highway 29.

The buildings stand on a rolling campus of forest, streams, ponds and fields comprising more than 900 acres. Distinctly contemporary in architecture and functional in use, the campus offers an attractive and comfortable setting in which the student may spend his college years. All facilities, except for some large activity areas, are air-conditioned.

Accreditation

The University of North Carolina at Charlotte is fully accredited by the Southern Association of Colleges and Schools, the North Carolina Association of Colleges and Universities, and the North Carolina Board of Nursing. The University's education program is approved for teacher certification by the North Carolina State Department of Public Instruction. UNCC is also on the approved list of the American Chemical Society.

Faculty

A team of outstanding educators has been assembled to give leadership to a basically young and highly qualified faculty. Faculty members at UNCC have accepted the challenges of building a new institution. They are willing to sacrifice the stability they might have found in established universities for the satisfaction of helping to build a new and modern university, one which is aware of and receptive to its commitment to the wider community it serves.

Degrees

The University of North Carolina at Charlotte is authorized to award the following graduate degrees:

- Master of Education
- Master of Arts in Education
- Master of Management

Graduate Study

Shortly after UNCC emerged as the fourth campus of the University of North Carolina system, the University's trustees authorized the new institution to "provide graduate and undergraduate instruction and research opportunities in the basic natural sciences, the social sciences, the humanities, the fine arts and teacher education."

Two graduate degree programs designed primarily for teachers in the public school system were approved in 1969. They were a Master of Education degree and a Master of Arts in Education degree with majors in English, history and mathematics.

A third graduate degree program was added in 1970 with the approval of the Master of Management degree program in the College of Business Administration. Additional graduate degrees will be added as approval and funding are granted.

All of the graduate offerings at UNCC are designed so that persons can pursue their degree programs while continuing full-time employment. Courses are held in the late afternoon and evening and carry with them full residence credit.

The Catalog

The catalog is not an irrevocable contract. Regulations printed herein are subject to change by the faculty at any

time. University regulations are policy statements to guide students, faculty, and administrative officers in achieving the goals of the institution. Necessary interpretations of these policies will be made by the appropriate authority with the interests of the students and the institution in mind. Students are encouraged to seek information as they require it about the application of any policy.

Nondiscrimination

The University of North Carolina at Charlotte will accept all qualified students, within budgetary limitations, without regard to race, creed, color, or national origin and recruits faculty and staff and conducts all programs on the same basis.

Evening Program

The University offers a well-rounded evening program consistent with its daytime classes. A substantial majority of the courses approved for graduate credit are available in the evening. Students may request any course in the catalog, and, if the Director finds there is sufficient demand, the courses will be offered. Classes are held from 4:00 p.m. through 10:30 p.m. The Office of Evening Programs is open from 12:00 noon through 8:00 p.m. Monday through Thursday, and during the day on Friday. Requests for schedules, recommendations for offerings, and any other information concerning the evening program should be directed to:

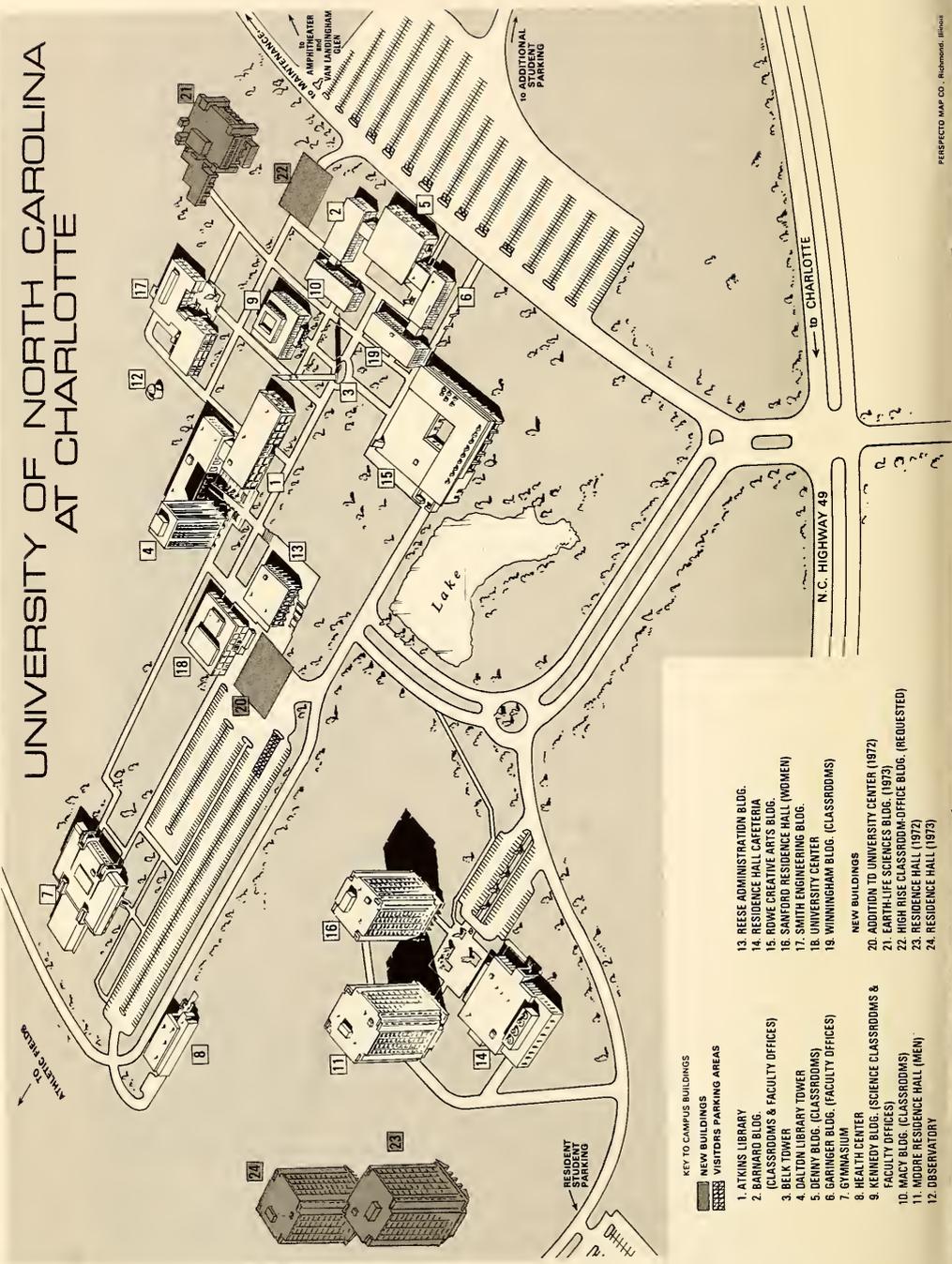
Director of the Evening Program
The University of North Carolina at Charlotte
UNCC Station
Charlotte, North Carolina 28213

Summer Session

The Summer Session is designed to present courses of the same quality as those offered in the regular academic year. These courses—selected according to the needs of regular students, students transferring from other institutions, and students from the community—are presented in two terms consisting of six weeks each. For detailed information on the Summer Session, write:

Director of Summer Sessions
The University of North Carolina at Charlotte
UNCC Station
Charlotte, North Carolina 28213

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE



- KEY TO CAMPUS BUILDINGS**
-  NEW BUILDINGS
 -  VISITORS PARKING AREAS
- NEW BUILDINGS**
1. ATKINS LIBRARY
 2. BARNARD BLDG. (CLASSROOMS & FACULTY OFFICES)
 3. BELK TOWER
 4. DALTON LIBRARY TOWER
 5. DENNY BLDG. (CLASSROOMS)
 6. GARINGER BLDG. (FACULTY OFFICES)
 7. GYMNASIUM
 8. HEALTH CENTER
 9. KENNEDY BLDG. (SCIENCE CLASSROOMS & FACULTY OFFICES)
 10. MACY BLDG. (CLASSROOMS)
 11. MOORE RESIDENCE HALL (MEN)
 12. OBSERVATORY
- NEW BUILDINGS**
13. REESE ADMINISTRATION BLDG.
 14. RESIDENCE HALL CAFETERIA
 15. ROWE CREATIVE ARTS BLDG.
 16. SANFORD RESIDENCE HALL (WOMEN)
 17. SMITH ENGINEERING BLDG.
 18. WINNINGHAM CENTER
 19. WINNINGHAM BLDG. (CLASSROOMS)
 20. ADDITION TO UNIVERSITY CENTER (1972)
 21. EARL W. BISHOP BUSINESS BLDG. (1973)
 22. EARL W. BISHOP CLASSROOM-OFFICE BLDG. (REQUESTED)
 23. RESIDENCE HALL (1972)
 24. RESIDENCE HALL (1973)

Application Dates

Due to the large number of applications the University is receiving and due to the rapid growth of this campus, the University may be required to announce an earlier cutoff date for applications. Unless such an announcement is made, applications may be submitted and completed according to the following schedule :

| <i>Term of Entry</i> | <i>Application Must Be Filed By</i> | <i>Application Must Be Completed By</i> |
|--------------------------|---|---|
| First Summer Term, 1972 | May 1 | May 15 |
| Second Summer Term, 1972 | June 15 | July 1 |
| Fall Semester, 1972 | July 1 | July 15 |
| Spring Semester, 1972 | December 1 | December 15 |
| First Summer Term, 1973 | May 1 | May 15 |
| Second Summer Term, 1973 | June 15 | July 1 |

The University may alter these application dates in accordance with available resources and the enrollment limitation established by the North Carolina General Assembly.

Schedule of Classes

Classes are held Monday through Friday. No classes are held on Saturday.

Academic Calendar

Summer Session, 1972

First Term

| | | |
|------------|-------------------|---|
| June 4 | Sunday | Residence halls open |
| June 5 | Monday | Registration |
| | | Last day to register without a late penalty of \$5 |
| June 6 | Tuesday | Classes begin |
| June 8 | Thursday | Last day to register or withdraw (or drop a course) with refund |
| June 12 | Monday | Last day to drop a course without grade evaluation |
| June 26-28 | Monday-Wednesday | Advising for second summer session |
| July 7 | Friday | Last day of classes |
| July 10 | Monday | Reading day |
| July 11-12 | Tuesday-Wednesday | Final examinations |

Second Term

| | | |
|--------------|--------------------|--|
| July 13 | Thursday | Registration Last day to register without a late penalty of \$5 Residence halls open to new students |
| July 14 | Friday | Classes begin |
| July 18 | Tuesday | Last day to register or withdraw (or drop a course) with refund |
| July 21 | Friday | Last day to drop a course without grade evaluation |
| August 14 | Monday | Last day of classes |
| August 15 | Tuesday | Reading day |
| August 16-17 | Wednesday-Thursday | Final examinations |

Fall Semester, 1972

| | | |
|----------------|-------------------|--|
| August 23 | Wednesday | Residence halls open |
| August 24 | Thursday | Faculty and Staff Convocation |
| August 24-28 | Thursday-Monday | Orientation and advising for new freshman and transfer students |
| August 28-29 | Monday-Tuesday | Registration for continuing students advised during the spring semester Advising and registration for all evening students |
| August 29-30 | Tuesday-Wednesday | Registration for new students |
| August 30 | Wednesday | Registration for special students and continuing students who have not been advised Last day to register without a late penalty of \$10 |
| August 31 | Thursday | Classes begin |
| September 6 | Wednesday | Last day to register or add courses for credit |
| September 13 | Wednesday | Last day to withdraw (or drop a course) with refund |
| September 27 | Wednesday | Last day to drop courses without grade evaluation |
| October 5-6 | Thursday-Friday | No classes |
| October 13 | Friday | Reports of unsatisfactory grades by faculty |
| November 13-17 | Monday-Friday | Advising for spring semester, 1973 |
| November 22-24 | Wednesday-Friday | Thanksgiving holidays |
| December 1 | Friday | Last day to file for May, 1973 degrees |
| December 11 | Monday | Last day of classes |

| | | |
|-------------|-----------|--------------------------|
| December 12 | Tuesday | Reading day |
| December 13 | Wednesday | Final examinations begin |
| December 22 | Friday | Final examinations end |

Spring Semester, 1973

| | | |
|---------------|------------------------|---|
| January 9 | Tuesday | Residence halls open |
| January 10-11 | Wednesday- Thursday | Registration of continuing students advised during the fall semester Advising and registration for all evening students Orientation, advising and registration for new freshman and transfer students |
| January 12 | Friday | Registration for special students and continuing students who have not been advised Last day to register without a late penalty of \$10 |
| January 15 | Monday | Classes begin |
| January 19 | Friday | Last day to register or add courses for credit |
| January 26 | Friday | Last day to withdraw (or drop a course) with refund |
| February 9 | Friday | Last day to drop courses without grade evaluation |
| February 23 | Friday | Reports of unsatisfactory grades by faculty |
| March 5-9 | Monday- Friday | Spring holidays |
| April 16-20 | Monday- Friday | Pre-registration for first summer session and advising for fall semester, 1973 |
| April 27 | Friday | Last day of classes |
| April 30 | Monday | Final examinations begin |
| May 2 | Wednesday | Reading day |
| May 10 | Thursday | Final examinations end |
| May 13 | Sunday | Commencement exercises |

Summer Session, 1973

First Term

| | | |
|---------|-----------|--|
| June 3 | Sunday | Residence halls open |
| June 4 | Monday | Registration Last day to register without a late penalty of \$5 |
| June 5 | Tuesday | Classes begin |
| June 6 | Wednesday | Last day to register or add a course |
| June 7 | Thursday | Last day to withdraw (or drop a course) with refund |
| June 11 | Monday | Last day to drop a course without grade evaluation |

| | | |
|--------------------|----------------------|---|
| June 25-27 | Monday- Wednesday | Advising and pre-registration for second summer session |
| July 6 | Friday | Last day of classes |
| July 9-10 | Monday- Tuesday | Final examinations |
| <i>Second Term</i> | | |
| July 11 | Wednesday | Registration Last day to register without a late penalty of \$5 |
| July 12 | Thursday | Classes begin |
| July 13 | Friday | Last day to register or add a course |
| July 16 | Monday | Last day to withdraw (or drop a course) with refund |
| July 19 | Thursday | Last day to drop a course without grade evaluation |
| August 14 | Tuesday | Last day of classes |
| August 15 | Wednesday | Reading day |
| August 16-17 | Thursday- Friday | Final examinations |





ADMISSIONS

Admissions

Registration in courses offered at the University of North Carolina at Charlotte is limited to those students who have been properly admitted on the basis of an application filed on or before the appropriate application deadline.

Persons seeking application forms and information about graduate study should address inquiries to the Director of Graduate Studies, the University of North Carolina at Charlotte, UNCC Station, Charlotte, North Carolina 28213.

Applications may be made for the regular semesters beginning in August and January and for the two summer terms beginning in June and July. Applications for any term should be fully completed by announced deadlines and in no case later than one month before the opening of the term to allow sufficient time for acquisition and processing of information required for admission.

The University considers all applications without regard to race, color, or sex. The University reserves the right to withhold the admission of any applicant who fails to meet the general requirements for admission or the specific requirements listed for graduates.

General Requirements for Admission to Graduate Study at The University of North Carolina at Charlotte

- A. Application in writing to the Director of Graduate Studies, the University of North Carolina at Charlotte.
- B. Possession of a bachelor's degree, or its equivalent, from an accredited college or university.
- C. Submission of two official transcripts of all previous academic work attempted beyond the high school sent directly from each institution attended.
- D. Submission of scores on the Graduate Record Examination and/or such other test scores as the departments of major interest may deem necessary.
- E. In general, an overall quality point average of 2.50 (based on the 4 point system) on all of the applicant's previous work beyond the high school. The average of the major or basic courses prerequisite to the area of proposed graduate study should be 3.0 or better.

- F. At least three letters of recommendation from persons familiar with the applicant's personal and professional qualifications.
- G. Such other evidence of achievement as may be required by the colleges or departments of major interest.
- H. Evidence of good health.
- I. Students who meet the foregoing requirements but do not wish to enroll in a specific degree program may be admitted to full standing as unclassified students. Certain other applicants who satisfy prerequisites for specific courses may be admitted to those courses as non-degree students though they may not meet all the foregoing requirements. Students admitted as non-degree students who later wish to qualify for full standing must reapply for the new classification.

General Classification

Admission to one of these categories does not imply and should not be confused with later admission to candidacy for a graduate degree.

Full Standing

Applicants who meet the general requirements for admission to graduate study plus any specific requirements imposed by the college or department of academic concentration for the degree sought will be admitted to full standing.

Conditional Standing

Conditional admission to full standing may be granted to students who have:

- a. general or special deficiencies which require remedial work;
- b. degrees awarded as long as 6 years prior to admission;
- or
- c. a less clearly predicted chance of success according to available criteria.

Each student granted admission to conditional status will be evaluated by an advisory committee at the end of the first term in which the cumulative graduate credit attempted at the University of North Carolina at Charlotte equals or exceeds 12 semester hours.



Non-Degree Status

Certain students who wish to take courses for certificate renewal, for transfer to another institution, or for personal satisfaction may be admitted as Non-Degree students. This admission is for *one term only*. Any student admitted to this status who wishes to take a significant number of courses should file a completed regular application form, together with all supporting data, in the Graduate Office prior to the application date for the term in which he wishes to reenroll. This is necessary even if he does not wish to pursue a graduate degree at the University of North Carolina at Charlotte.

Application for Readmission

Any student eligible to continue whose course of study is interrupted for one or more academic terms must apply for readmission. He must do so on a form furnished by the Graduate Office at least six weeks prior to the desired term of reentry.

Non-Matriculation

An admitted applicant who fails to enroll for the term to which admitted is presumed to have withdrawn his application. The application may be reinstated by written request to the Director of Graduate Studies at least six weeks prior to the term in which the applicant desires to register.

Admission of Transient Students

Students enrolled at other colleges and universities who have the written permission from their institutions to take specified courses at the University in a given semester or summer term may be enrolled as transient non-degree students.

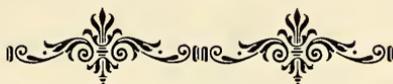
Admission of Auditors

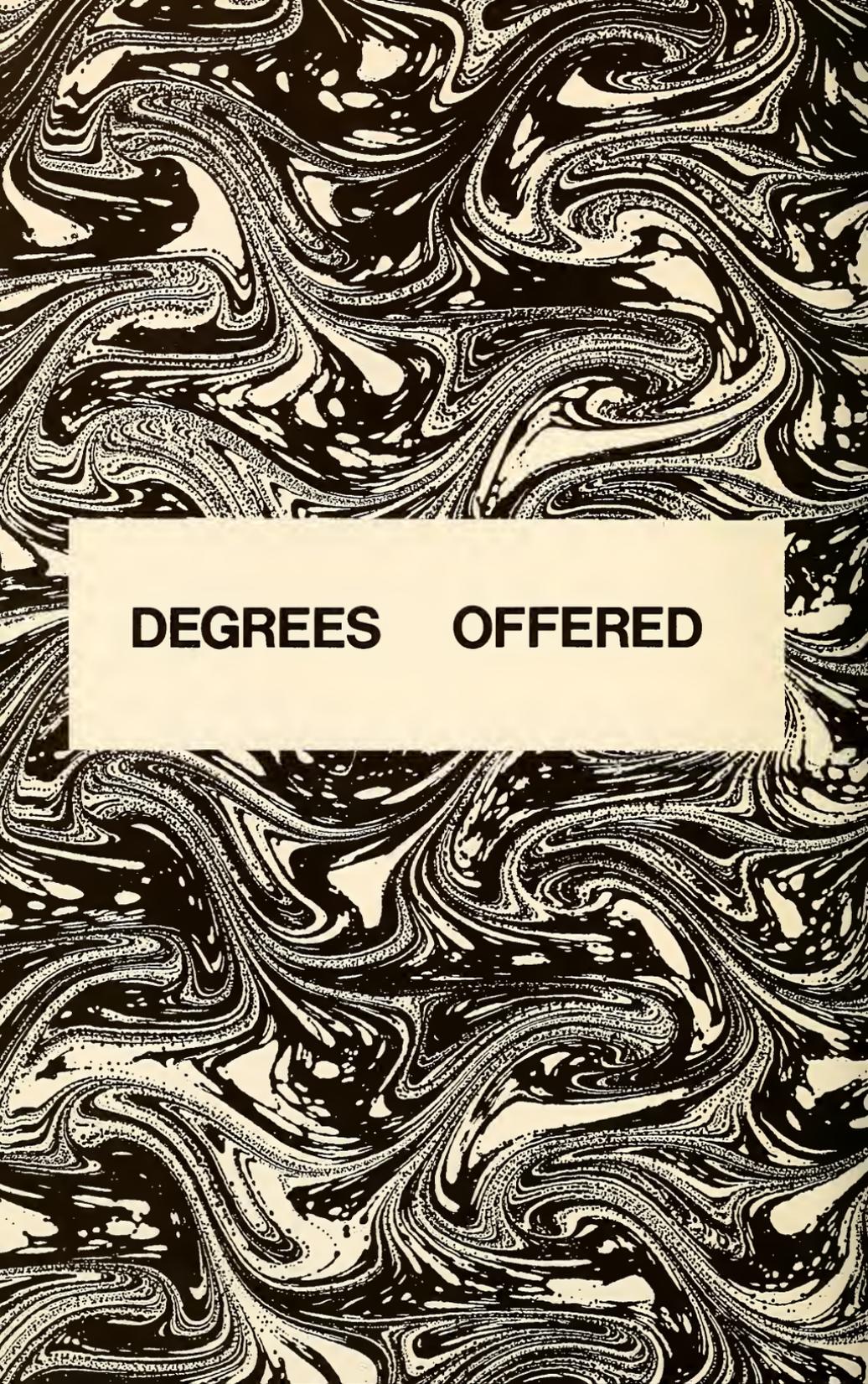
Any student eligible for admission may register for any class for audit. The fees are the same as for classes taken for University credit.

The participation of auditors in class discussion and in tests or examinations is optional with the instructor. Audi-

tors receive no University credit. They are, however, expected to attend class regularly. Notation of an audited class on the student's permanent record is made, but no grades will be given.

Adding or dropping an audit course is governed by the same procedures as adding or dropping a course for credit.





DEGREES OFFERED

Degrees Offered

The University of North Carolina at Charlotte offers the following graduate degrees:

Master of Arts in Education

Master of Education

Master of Management

Programs for Teachers

Master of Education

The Master of Education degree is designed, both from the point of view of sound graduate professional study and professional certification, around a body of knowledge and experiences common to several types of professional needs and interests. Graduate courses, seminars, and clinical experiences comprising the major may be conceptualized as an evolving continuous spiral, giving emphasis to the four PHASES: I. Explorations in Human Potential; II. Meaning and Growth in Teaching/Learning Relationships; III. The Helping Relationships; and IV. Experience and Commitment in Human Learning and Development. Each program of study requires involvement in the development of understandings and competencies in each of the PHASES. A concentration of studies in one PHASE is designed to develop areas of major interests, needs, and certification. The program of studies should proceed from PHASE I through PHASE IV. Therefore, the student should begin a program of studies by enrolling in HDL 600-A, B, or C, PHASE I.



Special Admission Requirements

Students desiring to enroll in the Master of Education program must meet the following special requirements:

1. Evidence of satisfactory scope and quality point average in courses in professional education and a satisfactory scope and quality point average in courses appropriate to the academic concentration.
2. Possession of a North Carolina Class "A" teacher's certificate, or the equivalent. An applicant may be admitted on the condition that he satisfy the Class "A"

requirements. Work applied to correct the Class "A" deficiency may not be applied toward the M.Ed. degree.

3. At least twelve hours of approved course work in the area(s) of academic concentration.
4. Up to six hours graduate credit may be accepted for transfer from another accredited institution.
5. The submission of an essay on the student's professional goals and interests together with the formal application.
6. A candidate for a graduate certificate must file evidence that he has scored above the minimum required score for graduates on the National Teacher Examination. Both common and teaching area examinations must be taken by the applicants for certification in an academic area. A successful score on the common area is all that Counselor, Principal or Supervisory Certification requires.

Requirements for the Degree

The candidate for the degree of Master of Education must successfully complete a minimum of thirty semester hours of work in courses approved for graduate credit. Of these, at least fifteen must be in courses which are open to graduate students only.

1. Professional Education12 semester hours
Satisfactory completion of at least four three-hour courses or the equivalent.
2. Content Area(s)12 semester hours
Satisfactory completion of at least four three-hour courses, or the equivalent in appropriate academic areas.
3. Electives6 semester hours
Satisfactory completion of graduate-level electives to a total of at least two three-hour courses or the equivalent. These may be chosen from professional education, either or both areas of academic interest, or a related area approved by the student's adviser.

Thirty semester hours of graduate credit or the equivalent are the minimum required for the degree and for graduate certification. Programs of study beyond the 30 semester hours of graduate credit may be required to remove deficiencies in undergraduate programs, to develop

areas of need, interests, or needed experience. The student's adviser may recommend additional credits beyond the 30 semester hours required or equivalent experiences may be designed.

Approval of Individual Program

Approval of the program of each student and advice regarding his progress towards the degree will be the responsibility of an adviser appointed at the time of his admission from the College of Human Development and Learning.

Comprehensive Examination

A comprehensive examination of the candidate's program of studies is required. This examination will be designed to evaluate the candidate's ability to integrate the various components of his graduate program including courses, independent study, and clinical experiences. The purpose of the examination is to provide the opportunity for the candidate to demonstrate his knowledge as related to his professional goal; to demonstrate his ability to analyze an educational problem including diagnosis, synthesis, and the ability to bring data and experience to bear upon the solution.

The examination will typically include a written and an oral phase. The candidate should consult his adviser about the examination at the time of filing the application for admission to candidacy. Dates for the examination will be arranged with the Office of Graduate Studies.

Master of Arts in Education

The Master of Arts in Education degree program is designed especially for secondary school teachers interested in professional growth and graduate certification in a selected teaching field. This program of studies is coordinated as an inter-disciplinary program between the department of the major teaching field and the College of Human Development and Learning. Emphasis in this program is given to developing depth and breadth in a major teaching field in relation to the professional growth and role of the teacher. The requirements of the program of studies include

a major of 18 semester hours of graduate credit in the selected teaching field, 6 semester hours of graduate credit in human development and learning, and 6 semester hours of electives in the teaching field, human development and learning, or a third department. It is strongly recommended that candidates completing only 6 semester hours of credit in human development and learning select HDL 600 and HDL 620.

For this degree program, the adviser shall be assigned from the department of the major. An adviser from the College of Human Development and Learning may also be assigned.

Special Admission Requirements

For admission to a degree program leading to the Master of Arts in Education, each applicant must show evidence of demonstrated or potential capacity to profit from graduate study in his chosen academic area and in professional education. He must fulfill the following general requirements and all special departmental requirements as listed below :

1. Approved undergraduate work in the area of academic interest.
2. Evidence of satisfactory scope and quality point average in undergraduate courses in professional education.
3. Possession of a North Carolina Class "A" teacher's certificate, or the equivalent. An applicant may be admitted on the condition that he satisfy the Class "A" requirements. Work applied to correct the Class "A" deficiency may not be applied toward the M.A. Ed. degree.
4. Up to six hours graduate credit may be accepted for transfer from another accredited institution.
5. The submission of an essay on the student's professional goals and interests together with the formal application.
6. A candidate for a graduate certificate must file evidence that he has scored above the minimum required score for graduates on the National Teacher Examination. Both common and teaching area examinations must be taken by the applicants for certification in an academic area. A successful score on the common area is all that Counselor, Principal or Supervisory Certification requires.

Special requirements as follows will apply to students who wish an area of academic concentration in the field indicated:

English

1. Thirty hours of undergraduate course work in English beyond the freshman level approved by the Department of English.
2. A satisfactory score on the Graduate Record Examination.

History

Twenty-four hours of undergraduate work in history or in courses appropriate to graduate work in history.

Mathematics

Eighteen hours of approved undergraduate work in mathematics.

Requirements for the Degree

Course Requirements

After admission to graduate study at the University of North Carolina at Charlotte, the candidate must successfully complete a minimum of thirty semester hours of work in courses approved for graduate credit. Of these, at least fifteen hours must be taken from courses open to graduate students only. Courses will be distributed as follows:

1. *Content Area*18 semester hours
 - a) English: Successful completion of English 461, Modern English Grammar, or English 661, Introduction to Linguistics, and 15 additional hours approved by the Department and the student's adviser. At least 9 hours must be in courses open only to graduate students.
 - b) History: Successful completion of at least six three-hour graduate courses or the equivalent. These must include the course in Historiography and Methodology and at least six additional hours in courses open only to graduate students.
 - c) Mathematics: Successful completion of six three-hour graduate courses or the equivalent. At least

three of these must be in courses open only to graduate students.

2. *Professional Education*6 semester hours
Successful completion of at least two three-hour graduate courses or the equivalent as approved by the College of Human Development and Learning. HDL 600 and HDL 620 are recommended.
3. *Electives*6 semester hours
Successful completion of at least two three-hour graduate courses or the equivalent. One or both of these may be in areas of major interest, in professional education, or a related area approved by the student's adviser.

Thirty semester hours of graduate credit or the equivalent are the minimum required for the degree and for graduate certification. Programs of study beyond the 30 semester hours of graduate credit may be required to remove deficiencies in undergraduate programs, to develop areas of need, interests, or needed experience. The student's adviser may recommend additional credits beyond the 30 semester hours required, or equivalent experiences may be designed.

Approval of Individual Program

Approval of the program of each student and advice regarding his progress towards the degree will be the responsibility of an adviser appointed at the time of his admission from the department of academic concentration.

Examination

Each student must pass a comprehensive examination (including an oral examination) over all work presented for the degree.

Master of Management

Admission

Admission to the Master of Management program is open to qualified graduates of recognized colleges or universities accredited by a regional or general accrediting agency.

There are four major requirements for admission:

- (1) A generally satisfactory undergraduate record

- (2) An acceptable score on the Admissions Test for Graduate Study in Business administered by the Educational Testing Service of Princeton, New Jersey
- (3) A description of any significant work experience
- (4) Three supporting letters of recommendation from professors or employers

Applications should be completed at least three months prior to the semester in which the applicant expects to enroll.

For application forms and test information, write to:

Director of Graduate Studies
Master of Management Program
University of North Carolina at Charlotte
UNCC Station
Charlotte, North Carolina 28213

Program Philosophy

The primary objective of graduate study in Management is to develop candidates for leadership positions in complex organizations of the future. The basic philosophy of the graduate program recognizes that managerial procedures and practices of today are subject to rapid change. For this reason the program emphasizes a process of perceiving, analyzing and solving administrative problems. The burden is placed on the student to determine relevant facts, evaluate alternatives and prepare for action. Organizations are analyzed as behavioral, financial and technological units operating in an environment with changing regional, national and international dimensions. Candidates are encouraged to anticipate, innovate and adjust in this dynamic environment.

The curriculum stresses the universal characteristics of management and their application in various types of organizations. Fundamental management problems are examined from an economic, information systems and behavioral point of view.

Courses in Economic Analysis and Managerial Accounting focus on financial performance and resource allocation, while those in Administrative Practices emphasize individual and group conduct. Courses in Information Analysis

make possible the integration of the economic and behavioral aspects of administrative problems with the decision-making requirements of practicing managers. These areas constitute the core courses in basic analysis required of all candidates.

After completing the basic analysis sequence, a student selects an organization option. These options provide an opportunity for a candidate to specialize in the administrative problems of particular types of institutions. Options in Financial Management and Industrial Management are offered. The Financial Management option is designed for candidates pursuing careers in commercial banking, investment banking, consumer financing, mortgage banking and related institutions. The Industrial Management option is appropriate for students pursuing careers in manufacturing organizations. Other options will be added to the program as the need arises.

The final two courses in the program are Management Strategy and Management Ethics. These courses are designed to integrate the concepts and methods of analysis developed throughout a candidate's program of study.

Students are required to solve administrative problems that illustrate the integrative aspects of an executive's role. Finally, a candidate must demonstrate his ability to synthesize his knowledge in a comprehensive examination.

The methods of instruction adopted in the program are designed to prepare a candidate for the realities of a management career. These methods include simulations, role playing, written communications, lectures and the case study method. It is the ability to analyze, to judge trends, to weigh diverse influences that leads to sound judgment. This ability can be developed only through practice. The methods of instruction employed in the program are designed to provide such practice.

Courses in the program are scheduled to accommodate part-time and full-time students. Classes are held in the evening throughout the year. Part-time students may enroll in two courses during the fall and spring semesters. A part-time student may complete the program in three years. Full-time students may enroll in four courses during the fall and spring semesters and may complete the program in one and one-half years. To avoid scheduling problems,

students are encouraged to begin the program in the fall semester.

Program Design

A. PREPARATION

Candidates for the Master of Management Program must present evidence of preparation in Accounting, Mathematics and Statistics, Economics and Computer Science before beginning the graduate course work.

B. BASIC ANALYSIS

All candidates are required to take the following basic analysis courses:

- Mgt. 611 Economic Analysis I
- Mgt. 612 Economic Analysis II
- Mgt. 621 Information Analysis I
- Mgt. 622 Information Analysis II
- Mgt. 631 Managerial Accounting
- Mgt. 661 Administrative Practices I
- Mgt. 662 Administrative Practices II

C. ORGANIZATIONAL OPTION

Upon completion of the basic analysis sequence candidates must select an option in *Industrial Management* or *Financial Management*.

The Industrial Management Option includes :

- Mgt. 641 Production Management
- Mgt. 652 Financial Management
- and

Mgt. 671 Marketing and Logistics

The Financial Management Option includes :

- Mgt. 651 Financial Markets
- Mgt. 652 Financial Management
- and
- Mgt. 653 Investment Management

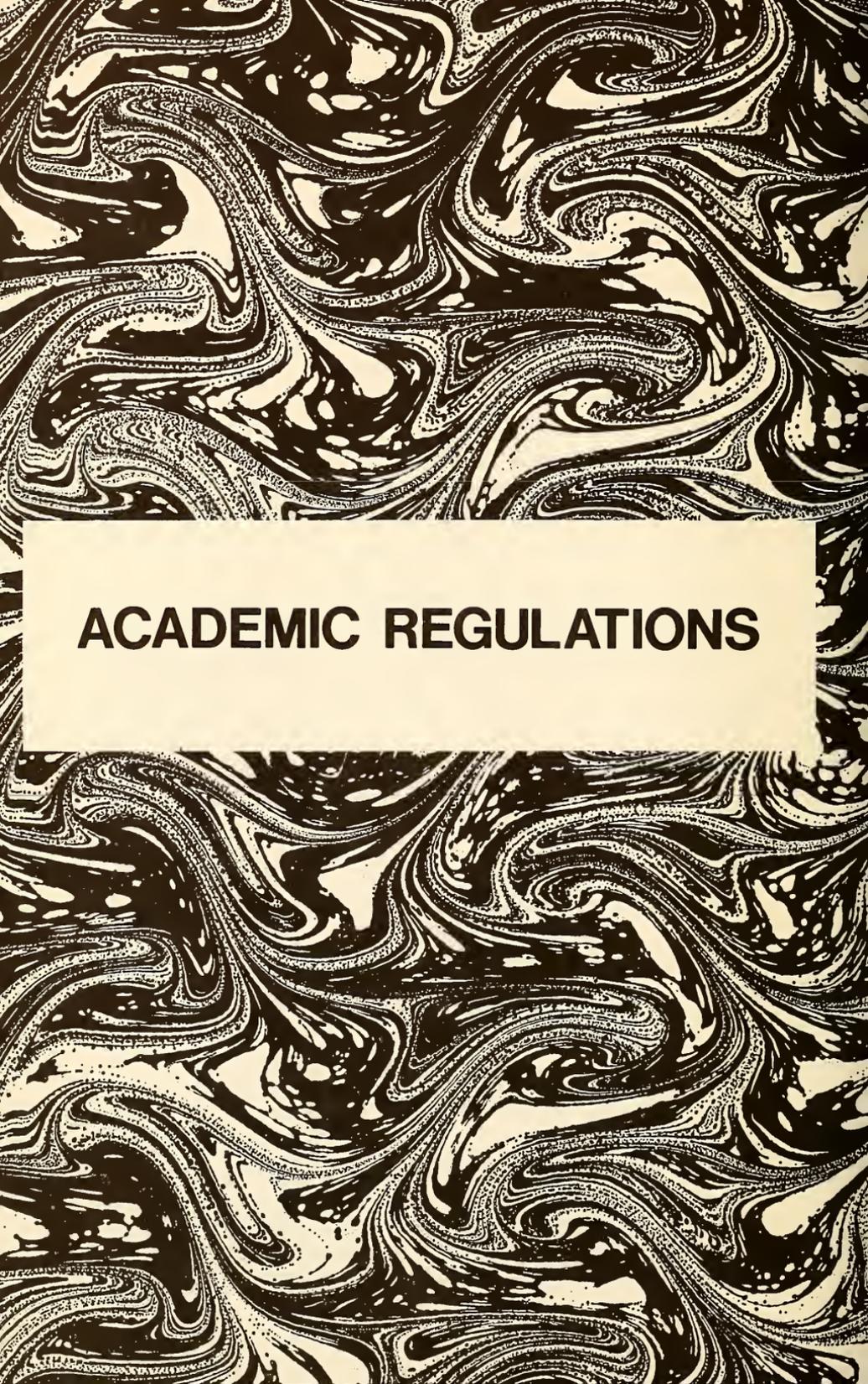
D. SYNTHESIS

The final courses required of all candidates are :

- Mgt. 692 Management Ethics
- and
- Mgt. 694 Management Strategy

E. COMPREHENSIVE EXAMINATION

All candidates are required to demonstrate the ability to integrate their knowledge in a comprehensive examination administered at the end of the program.



ACADEMIC REGULATIONS

Academic Regulations

Student Responsibility

Every student is responsible for the proper completion of his academic program, for familiarity with the University catalog, for maintaining the grade average required, and for meeting all other degree requirements, including attendance at the commencement exercises at which he will receive his diploma. His adviser will counsel him, but the final responsibility remains that of the student.

A student is required to have knowledge of and observe all regulations pertaining to campus life and student deportment. He is responsible for maintaining communication with the University, by keeping on file with the Graduate Office at all times his current address, including Zip Code, and telephone number.

Every student, while he is associated with the University, is expected to comport himself in campus and community life in a manner that will reflect credit upon himself and the University.

Grading—Graduate

The unit of measurement of University work is the semester hour. It ordinarily represents one lecture hour per week for one semester; however, a sequence of two or three laboratory hours is considered to be the equivalent of one lecture hour.

Letters are used to indicate the quality of work done. The significance of letter grades as applied to graduate courses is as follows:

- A — Commendable
- B — Satisfactory
- C — Marginal
- *U — Unsatisfactory
- I — Incomplete
- **W — Withdrew

**Unsatisfactory work or withdrew while doing marginal or unsatisfactory work.*

***Withdrew while doing satisfactory or commendable work.*



Grades of A or B

A student enrolled in any graduate program should maintain satisfactory progress toward his degree. He is expected to achieve a commendable or satisfactory grade in all course work attempted for graduate credit.

Grade of C

An accumulation of three marginal (*C*) grades will result in termination of the student's enrollment in the graduate program. In order to continue his program of study, the student will be required to reapply and be reaccepted to the graduate program. Reapplication procedures are outlined below.

Grade of U

If a student makes a grade of *U* on any course, his enrollment will be terminated. In order to continue his program of study, the student will be required to reapply and be reaccepted to the graduate program. Reapplication procedures are outlined below.

Grade of I

The grade of *I* is assigned at the discretion of the instructor when a student who is otherwise passing has not completed all the work in the course. The missing work must be completed during the next semester in residence, but no later than twelve months after the end of the term in which the *I* was assigned, whichever comes first. If the *I* is not removed during the specified time, a grade of *U* is automatically assigned.

Grade of W

No grade will be given for a course dropped on or before the last day to drop courses without evaluation. When a student withdraws from a course after that date, as indicated in the Academic Calendar, but before the end of a semester, he may receive the grade of *W* if, in the judgment of the instructor he is doing satisfactory or commendable work and has a valid reason for withdrawal. Courses given the grade of *W* do not count as hours attempted. The time of withdrawal is the time the drop card is accepted by the Registrar's Office.

Pass-No Credit Option

Certain courses such as research seminars, tutorials, internships, or theses may be designated for *pass-no credit* grading upon recommendation of the offering department and approval of the Graduate Administrative Board. The grade of *P* in such a course shall be considered as evidence of satisfactory performance. A grade of *N/C* (no credit) will not affect eligibility for continued enrollment nor will it apply toward requirements for the degree.

Criteria for Continued Enrollment

A student in any graduate program is required to maintain satisfactory progress toward his degree. Continued enrollment is at all times subject to review on the basis of academic record and of actions with regard to observance of University rules and regulations.

Students admitted to *Full Standing* will normally be permitted to re-enroll in successive terms, subject to satisfactory performance on course work and to load limitations imposed by their employer and the University. However, they must complete formal registration within the designated registration period.

A student admitted to *Conditional Standing* will be permitted to continue, subject to satisfactory academic performance, until he has attempted twelve semester hours of graduate course work, at which time admission status will be reviewed by the major department, and he will be advised as to his eligibility to continue.

Students admitted to Non-Degree status are admitted for one semester only and should fulfill requirements for admission to full or conditional standing by the application date for the following term if they wish to take additional course work.

Readmission

Students in good standing or students who are accepted into a program but do not enroll in the semester for which they were admitted whose enrollment is interrupted for one or more academic terms should apply for readmission at least six weeks prior to the beginning of the term in which they plan to re-enroll, on a form furnished by the

Graduate Office. Such applications will normally be granted without question.

Students whose enrollment is terminated for academic reasons may request readmission under the following procedures: The student will be notified of the termination of his enrollment in the graduate program by the Director of Graduate Studies. The student will be expected to initiate the reapplication procedure by applying for readmission through his major department. The department will designate a Readmission Committee to consider the student's appeal for readmission. The committee will be composed of faculty members other than the faculty member(s) who assigned the grades of *C* or *U*. The Readmission Committee shall recommend to the Director of Graduate Studies that the student either be reinstated or dropped from the program. The Readmission Committee will decide each case on its individual merits.

A student readmitted to the graduate program through the reapplication procedures will be expected to complete his program with satisfactory or commendable performance. Should the student receive a grade of *C* or *U* after being readmitted to the program, his enrollment in the graduate program will be terminated.

Grade Reports

All students enrolled in the University receive reports of final grades from the Registrar after the close of each term. Special reports of unsatisfactory achievement are sent to the students concerned near the middle of each regular semester.

Transcripts of Records

Upon written request by the student, an official transcript of his academic record will be issued to the person or institution designated, provided that all the student's obligations to the University have been settled satisfactorily.

Each student is entitled to one transcript without cost, regardless of how early in his academic career the request may be made. A fee of \$1 per copy should accompany subsequent requests.

Requests should reach the Registrar's Office at least one week before the date the transcript is needed.

Teacher Certification

Students who have completed degree requirements and filed application for their degree and who wish graduate or special service certification as public school teachers must request such certification from the State Department of Public Instruction on a form obtained from the College of Human Development and Learning.

Registration for Graduate Credit

Registration in any course is limited to the first week of a semester and the first three days of classes of a summer term. No graduate credit will be given to a student for a course unless he is properly registered for it.

Assignment of Academic Advisers

Each student entering a graduate degree program at the University of North Carolina at Charlotte is assigned an adviser. Advisers for students in the Master of Education program will be selected from the faculty of the College of Human Development and Learning. Advisers for students in the Master of Arts in Education program are designated by the major department of academic interest. Advisers for the Master of Management program are assigned by the College of Business Administration. The student is furnished the name of his adviser with notice of admission.

Changing of Degree Program

A student may change from one degree program or area of academic concentration to another provided he meets the prerequisites for admission to the new program and has the written approval of the Dean of the college in which it is offered. Such approval should be forwarded to the Registrar through the Graduate Office.

Course Load

A load of nine semester hours constitutes a normal full semester program. The graduate student load should be lower than the normal undergraduate load to encourage extensive reading, independent thinking, and appropriate individual research.

Course load is dependent upon two factors: the scholastic ability of the student and the time available for study. Full-time professional public school employees are limited to one course each semester during the academic school year. Others whose full-time employment totals 40 hours a week should not carry more than seven semester hours.

Adding or Dropping a Course

In order to add or drop a course after the registration period, a student must secure written permission from his adviser and complete the necessary procedure as prescribed by the Registrar's Office. No student will be permitted to add a course or change sections of a course after the first week of a semester or the first three days of classes in a summer term.

A student who withdraws from a course after the last day to drop courses without grade evaluation will receive a grade of *W* if in the opinion of his instructor he is passing at the time of withdrawal, and will receive a grade of *U* if in the opinion of his instructor the student is doing unsatisfactory work at the time of withdrawal.

Withdrawal

Any student voluntarily leaving the University before the close of the term must withdraw officially. He initiates the withdrawal procedure by scheduling a conference with the Graduate Office. A student who is unable to appear in person may notify the Graduate Office of his withdrawal by letter.

Any student who leaves the University before the close of a term without withdrawing officially will receive a grade of *U* in all courses for which he is registered. A student who is taking only one course must withdraw officially from the University if he drops the course.

Transfer Credits

At the time of admission, up to six hours transfer credit may be accepted from another accredited institution upon approval of the student's adviser and the Dean of his major college.

Courses accepted for transfer credit must be appropriate to the University program and curriculum in which the student is enrolled.

The grade in any course accepted for transfer credit must be the equivalent of that awarded for commendable or satisfactory work as defined by the University of North Carolina at Charlotte.

Courses accepted for transfer are subject to the same time limitation as courses taken in residence.

Residence Credit

A course is considered to be in residence if it is actually taken on the campus of the University of North Carolina at Charlotte or if credit has been awarded by virtue of an examination administered by the faculty of the college offering credit. A student may also, with the prior approval of the appropriate University of North Carolina at Charlotte college(s), take graduate courses for residence and course credit at other branches of the University of North Carolina or other accredited institutions.

Credit by Examination

A candidate for a degree may receive credit for work appropriate to that degree by successful performance on an examination given by the faculty of the college offering the credit.

Admission to Candidacy

Upon completion of a substantial amount of graduate work and in no case later than two weeks prior to the beginning of the semester in which he expects to complete all requisites for the degree, a student should file for *Admission to Candidacy* on a form supplied by the Graduate Office. This application is a check sheet approved by his adviser and college dean listing all course work to be offered for the degree (including transfer credit and courses in progress).

Upon receipt of this application, the Director of Graduate Studies will consult with the department concerned to arrange for the scheduling of the comprehensive examination(s) and composition of the examining committee.

Application for the Degree

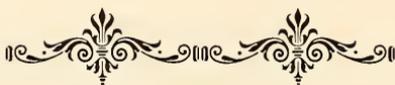
Each student should make application for his degree on a form obtained from the Graduate Office no later than the filing date specified in the University calendar. Degrees are awarded only at commencement exercises held at the end of the spring semester; however, the diploma will reflect the term in which all requirements were completed.

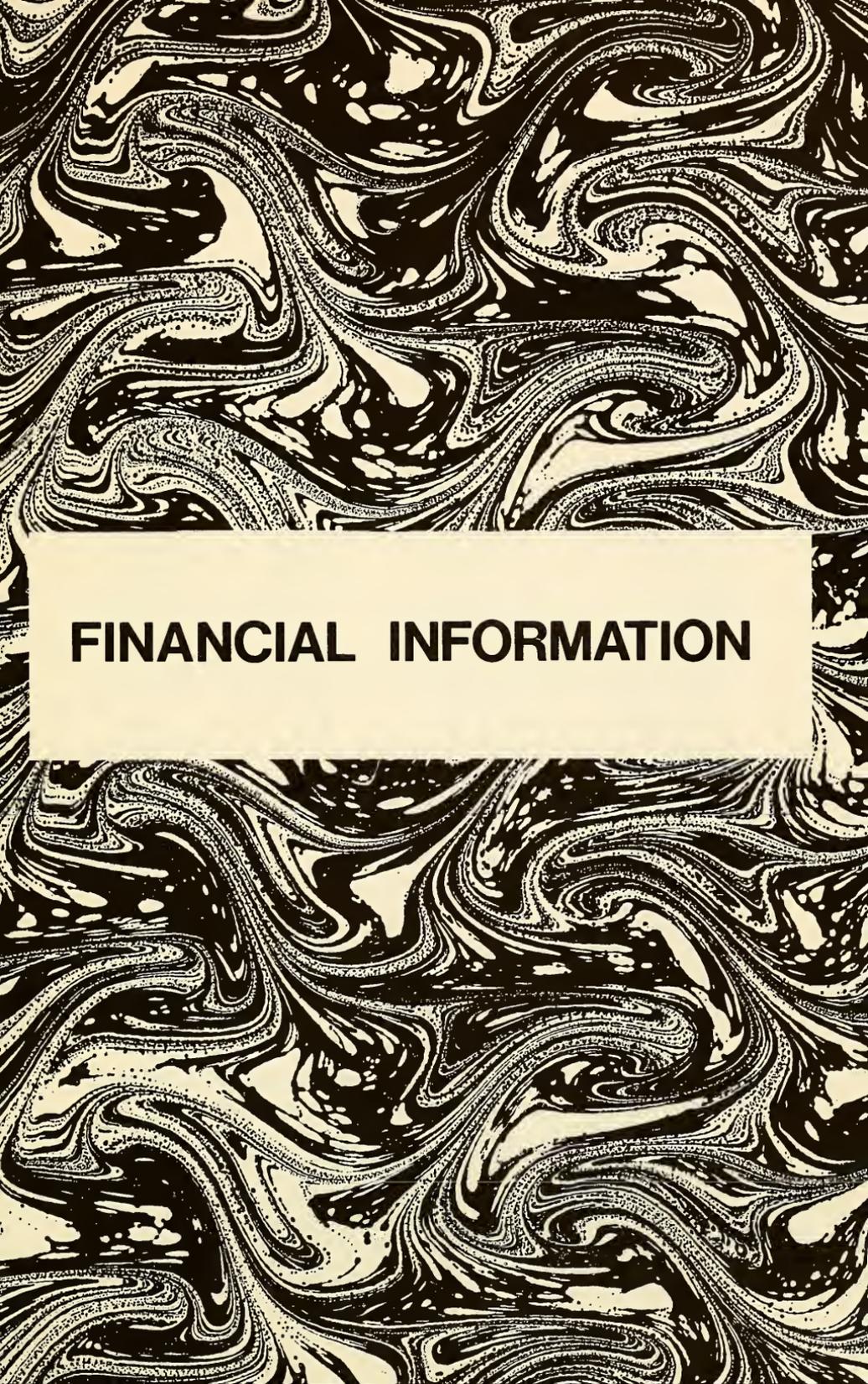
Time Limit

All work offered for the Master's degree must be completed within a five-year period.

Policy on Second Master's Degree

A student is permitted to earn a second master's degree subject to the following conditions: (1) No work applied to a previously awarded degree may be applied to the new degree program; (2) The student must gain admittance to a degree program different from that of his previous graduate degree(s); and (3) The student must successfully meet all requirements for the new degree.





FINANCIAL INFORMATION

Tuition and Fees

Charges for tuition and fees vary according to the student's status as a resident or nonresident of North Carolina. A nonresident student must pay a higher rate of tuition than a legal resident.

Tuition and fees are due and payable on the day of registration. Checks and money orders should be made payable to the University of North Carolina at Charlotte.

Students taking eight or more semester hours of work during a regular semester will be charged full tuition and fees. Students taking less than eight hours of work during a regular semester will be charged a prorated portion of tuition and fees as specified below. The charges below reflect the tuition and fees for the 1972-73 academic year.

| <i>Cost Per Semester For Eight or More Semester Hours</i> | <i>*Commuting Students</i> | <i>North Carolina Resident Students</i> | <i>Out-of-State Resident Students</i> |
|---|--------------------------------|---|---|
| Tuition | \$112.50 | \$112.50 | \$ 900.00 |
| General Fee | 79.00 | 79.00 | 79.00 |
| **Room and Board | | 452.50 | 452.50 |
| Total | \$191.50 | \$644.00 | \$1,431.50 |

| <i>Cost Per Semester For Five to Seven Semester Hours</i> | <i>*North Carolina Students</i> | <i>Out-of-State Students</i> |
|---|-------------------------------------|----------------------------------|
| Tuition | \$ 56.25 | \$ 450.00 |
| General Fee | 39.75 | 39.75 |
| Total | \$ 96.00 | \$ 489.75 |

| <i>Cost Per Semester For Four or Fewer Semester Hours</i> | <i>*North Carolina Students</i> | <i>Out-of-State Students</i> |
|---|-------------------------------------|----------------------------------|
| Tuition | \$ 28.13 | \$ 225.00 |
| General Fee | 27.50 | 27.50 |
| Total | \$ 55.63 | \$ 252.50 |

NOTE: Residence hall space is not available to graduate students taking less than 9 semester hours.

**The commuting student will not have the cost of room and board, but should estimate his cost of travel to and from the campus. Out-of-state commuting students should use the cost of tuition listed in the third column in computing their total expenses each semester.*

***The listing for room and board given above is for seven-day plan. In addition, the University offers a five-day room and board plan available at a cost of \$427.50 per semester.*

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



Housing

Admission to UNCC does not guarantee residence hall space. Arrangements for on-campus housing are made after admission with the Director of Housing. On-campus housing is not available for married or part-time students.

A deposit of \$50, which is applied to fall semester room and board charges, must accompany the completed application for housing.

Residence Status for Tuition Payment

1. *General:* The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition, a legal resident must have maintained his domicile in North Carolina for at least the twelve months next preceding the date of first enrollment or re-enrollment in an institution of higher education in this state. Student status in an institution of higher education in this state shall not constitute eligibility for residence to qualify said student for in-state tuition.
2. *Minors:* A minor is any person who has not reached the age of eighteen years. The legal residence of a person under eighteen years of age at the time of his first enrollment in an institution of higher education in this state is that of his parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.
3. *Adults:* An adult is any person who has reached the age of eighteen years. Persons, eighteen or more years of age at the time of first enrollment in an institution of higher education, are responsible for establishing their

own domicile. Persons reaching the age of eighteen, whose parents are and have been domiciled in North Carolina for at least the preceding twelve months, retain North Carolina residence for tuition payment purposes until domicile in North Carolina is abandoned. If North Carolina residence is abandoned by an adult, maintenance of North Carolina domicile for twelve months as a non-student is required to regain in-state status for tuition payment purposes.

4. *Married Students*: The legal residence of a wife follows that of her husband, except that a woman currently enrolled as an in-state student in an institution of higher education may continue as a resident even though she marries a nonresident. If the husband is a nonresident and separation or divorce occurs, the woman may qualify for in-state tuition after establishing her domicile in North Carolina for at least twelve months as a non-student.
5. *Military Personnel*: No person shall lose his in-state resident status by serving in the Armed Forces outside of the State of North Carolina. A member of the Armed Forces may obtain in-state residence status for himself, his spouse, or his children after maintaining his domicile in North Carolina for at least the twelve months next preceding his or their enrollment or re-enrollment in an institution of higher education in this state.
6. *Aliens*: Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.
7. *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.
8. *Change of Status*: The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina except:
(a) in the case of a nonresident student at the time of first enrollment who has subsequently maintained domicile as a non-student for at least twelve consecutive months; and

(b) in the case of a resident who abandons his legal residence in North Carolina.

In either case, the appropriate tuition rate will become effective at the beginning of the first subsequent term enrolled.

9. *Responsibility of Students*: Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the Vice Chancellor for Business Affairs. 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 Registrar of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Advance Deposit

By action of the North Carolina General Assembly, each applicant for admission who is accepted by the University is required to remit to the University an advance deposit of \$100 to be applied toward the student's tuition and fees for the academic term for which he has been accepted. A part-time graduate student may remit, in lieu of the \$100, a deposit equal to the total of tuition and fees for his first semester of study if this amounts to less than \$100. If the deposit is not paid within three weeks of the date of mailing the notice of admission, the applicant shall be assumed to have withdrawn his application.

If the applicant, after remitting his deposit, decides not to attend the University and gives written notice of this decision by May 1, in the case of application for the fall term, or at least one month prior to the spring semester, the deposit shall be refunded in full.

Each student enrolled for the regular academic year and who intends to return for the succeeding academic year is required to make an advance deposit of \$50 by May 1 for the next academic year. The deposit shall be applied toward the student's tuition and fees in the event he returns. If he decides not to return and gives notice of decision within 30 days after the last date of the term in which he made the

deposit, or if the institution determines that he is not eligible to return, the deposit shall be refunded in full.

Application Fee

Applicants for admission are required to submit a \$10 application fee with the application form. The fee is not deductible and is not refundable.

Late Registration Fee

A fee of \$10 will be charged for those registering after the designated registration period each semester. *The fee is not refundable.*

Applicants completing their applications before the application deadline but whose applications could not be processed in time will not be assessed the late registration fee if required to register late.

Graduation Fee

Each member of the graduating class must pay a graduation fee of \$10 at the time he applies for the degree. No reduction in fees is allowed for those receiving degrees *in absentia*. For graduate students the cost of renting a gown and hood is in addition to the \$10 charge.

Registration of Motor Vehicles

Any student attending the University is required to register his motor vehicle(s) in order to park such vehicle(s) on campus. Only vehicles owned by the student, his spouse, his parent(s), or his guardian may be registered. Unless increased by the Chancellor, the number of vehicles which a student may register is two.

Registration of motor vehicles is to be accomplished as part of the University registration at the beginning of the Fall Semester of each year, or at the time when the student first registers in the University and at the beginning of the Fall Semester of each year thereafter. A motor vehicle acquired by a student during a semester is to be registered, as prescribed in the Regulations.

The motor vehicle registration fee for students and staff members is as follows:

- \$12 per academic year beginning with the Fall Semester;
- \$ 8 for the period beginning with the Spring Semester and ending with the beginning of the next Fall Semester;

- \$ 6 for the period beginning with a Summer Term and ending with the beginning of the next Fall Semester ;
- \$ 2 for one additional motor vehicle ;
- \$ 2 for replacing lost or defaced permit.

Credit By Examination Fee

Fees for credit by examination are as follows: A written examination for a course will require a fee of \$15. A laboratory examination requiring the arrangement of such things as laboratory materials will require a fee of \$25. A combination of a laboratory and written examination will require a fee of \$30.

Student Activities Fee

A part of the general fee provides students with a program of cultural, recreational, and entertainment activities. It pays for admission to most athletic contests, dramatic productions, activities sponsored by the Student Activities Board, social and entertainment functions, and for subscriptions to the newspaper and literary magazine. The yearbook is provided free to all students taking eight or more semester hours of work each semester during the academic year. Other students may obtain a yearbook upon payment of \$7.50.

Refunds

A student who officially withdraws from the University during the first two weeks of the semester will receive a refund of the full amount paid less a registration fee of \$20. This applies to both full- and part-time students. Under normal circumstances no refund will be made after the first two weeks of a semester.

In each summer session, a student who officially withdraws from the University during the first three class days will receive a refund of the full amount paid less a registration fee of \$10. Under normal circumstances no refund will be made after the first three class days of the summer session.

The rental period for the residence halls is for the entire academic year beginning in August and ending with the end of the Spring Semester. Agreements entered into any time after the actual opening of the Fall Semester continue in

effect until the end of the Spring Semester. These agreements are binding, and the student and/or guarantor shall be responsible for the full amount of charges, except as noted below:

- a. Prior to June 1, this contract may be cancelled, *without* forfeiture of deposit, by written notification to the Housing Office.
- b. Between June 1 and August 8 this contract may be cancelled but *with* forfeiture of deposit.
- c. No refund of deposit and/or room rental charges will be made after the date on which semester charges are to be paid.
- d. Pro-rata refunds on the dining portion of the contract charges will be made to students who withdraw from the University.

Education For The Vocationally Handicapped

Students who have suffered a disability which renders them vocationally handicapped are eligible for aid provided by the North Carolina State Division of Vocational Rehabilitation. This aid takes the form of services which include vocational counseling and guidance, and placement. Payment of expenses such as training, medical treatment, room and board, books, fees and tuition may be available. A vocational rehabilitation officer is available in Charlotte for interviewing applicants. Appointments may be made by contacting the Vocational Rehabilitation Office located at 219 East Boulevard, 375-8686.

Veterans Benefits

The Office of the Registrar works with the Veterans Administration to assist in administering the various programs of benefit to veterans or eligible relatives of veterans. The Veterans Clerk in the Registrar's Office certifies enrollment and transmits necessary credentials and information to the proper Veterans Administration Office.

Admission to the University should be obtained before the student makes application for veteran's benefits. Application for a Certificate of Eligibility should be made to the nearest Veterans Administration Regional Office at least six weeks before the expected date of enrollment.

In order to be eligible for the full monthly allowance under any of the above laws, an undergraduate student must be enrolled for twelve or more semester hours of work, while a graduate student must be enrolled for nine or more semester hours. Those enrolled for fewer semester hours than the limits stated above will be eligible for part-time compensation. Students are responsible for reporting any change in enrollment status to the Veterans Administration Clerk in the Office of the Registrar.

Financial Aid

The University at the present time has no funds specifically earmarked for scholarships, fellowships or assistantships for graduate students.

Financial aid is available to graduate students who are United States citizens in two forms: the College Work-Study Program and the National Defense Student Loan Program. Eligibility for these programs is based upon the student's being classified as a full-time graduate student.

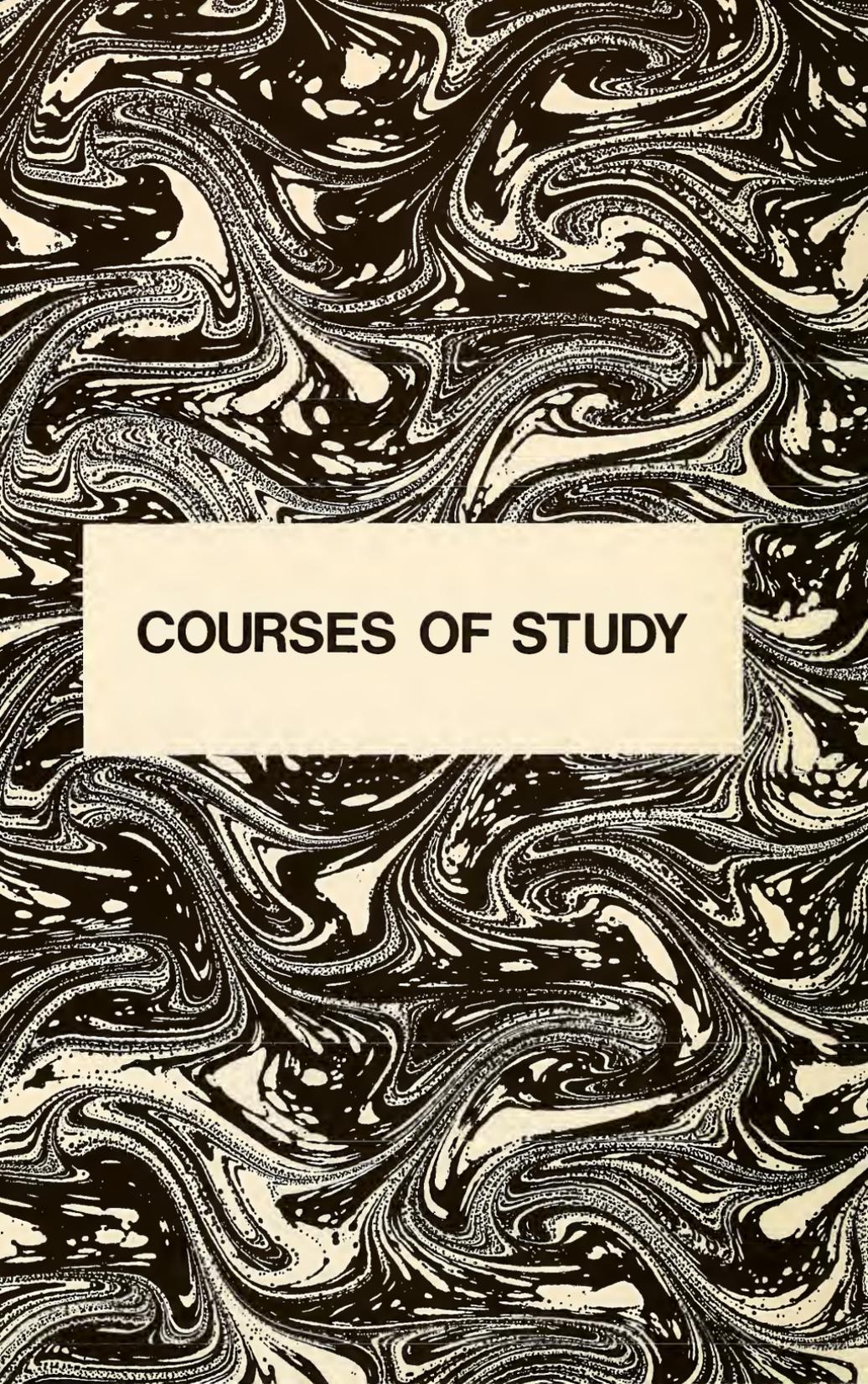
For purposes of financial aid, a full-time student is defined as one who is taking a minimum of 9 semester hours of course work. The student receiving financial assistance from the University must be working toward a degree and not simply taking graduate courses.

Graduate students will also be considered for University employment upon request. However, all graduate students seeking employment must have the approval of their department head.

Short term loans for periods up to 30 days are also available for graduate students. These loans are of an emergency nature and may be applied for in the Student Aid Office.

For information and application for financial aid, contact the Student Aid Office, Room 112, Reese Building, University of North Carolina at Charlotte, UNCC Station, Charlotte, North Carolina 28213.





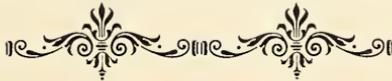
COURSES OF STUDY

Courses of Study

Following are graduate courses offered by the University of North Carolina at Charlotte, listed by colleges and under the department or academic area concerned.

Courses are listed with the departmental abbreviation, course number, title of the course, the semester hours credit given in parenthesis, prerequisites, if any, and a description of the subject matter covered, with whatever requirements of class or laboratory hours are applicable. If no class hours are given, the number of class sessions per week is the same as the number of semester hours credit for the course.

The student must arrange his program in consultation with his major college of academic or professional concentration. Students intending to teach should consult both the major department and the College of Human Development and Learning.



College of Business Administration

Dean: Professor Palmer

Enrollment in the following graduate courses offered by the College of Business Administration is normally restricted to graduate students who have completed all prerequisites and have been admitted to full standing in the Master of Management program.

Course Descriptions

MGT. 611. ECONOMIC ANALYSIS I. (3) A study of the method of economic analysis employed in the examination of the external economic environment of the organization. The economic factors determining changes in national income and levels of economic activity in the nation, region, and industry are considered and analyzed. Analytical concepts and techniques for forecasting general economic and industry activity are developed, and the relevance of such techniques for administration of organizations is examined.

MGT. 612. ECONOMIC ANALYSIS II. (3) This course examines the operation of the pricing system within the various market structures of the economy. Included are the price and output decisions of the firm under conditions of pure competition, monopoly, oligopoly, and monopolistic competition. The problems of economic concentration, resource allocation, and the role of government in a market economy are studied.

MGT. 621. INFORMATION ANALYSIS I. (3) A study of the planning, design, implementation, and control of management information systems. Emphasis is placed on the merging utilization of more advanced information systems, the role of information in the management process, and the networks necessary for efficient transmittal of information to the proper sources. Of particular importance is the generation and analysis of data for decision making.

MGT. 622. INFORMATION ANALYSIS II. (3) An analytical approach to the management process. Generalized models for decision making will be explored with major emphasis placed on the application of the scientific method to management problems.

MGT. 631. MANAGERIAL ACCOUNTING. A study of management's uses of accounting. Topics include profit planning and control, evaluation of performance, cost analysis and income tax planning.

MGT. 641. PRODUCTION MANAGEMENT. (3) This course draws upon the economic, behavioral and quantitative disciplines and integrates them with the production function of an industrial organization. Product, capacity and operating systems are identified and analyzed. Case studies and computer techniques are to be used extensively.

MGT. 651. FINANCIAL MARKETS. (3) A broad survey of both the money and capital markets. Interest rate determination and determinants of money supply and demand will be stressed. Emphasis will also be given to principal instruments within the interactions between the money and capital markets.

MGT. 652. FINANCIAL MANAGEMENT. (3) Theory and practice of corporate finance including asset management, cost of capital and capital budgeting, optimization problems, and socio-economic aspects of financial management. Computer technology will be employed.

MGT. 653. INVESTMENT MANAGEMENT. (3) Theory and practice of investment problems of individuals and fund managers. Investment analysis, elements of the investment process, and criteria for investment decisions will be emphasized, with employment of the computer as relevant.

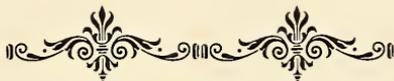
MGT. 661. ADMINISTRATIVE PRACTICE I. (3) The purpose of this course is to develop a student's ability to analyze the conduct of consumers, workers, investors, and managers. Problems in marketing research, industrial relations, investment relations and management development are stressed. Recruiting, interviewing, negotiating, and selling-buying practices are analyzed and simulated.

MGT. 662. ADMINISTRATIVE PRACTICE II. (3) The purpose of this course is to develop a student's ability to analyze organizations and plan their evolution. Problems in administrative leadership, marketing, production, and financial organizations are analyzed and simulated.

MGT. 671. MARKET MANAGEMENT. (3) This course draws upon the disciplines of economics, the behavioral sciences and mathematics to develop perception and skill in marketing and logistics management. The focus is upon the decisions required to effectively balance the objectives and resources of the firm in developing successful marketing and logistics strategies. Case studies, simulations, and computer techniques will be used in this course.

MGT. 692. MANAGEMENT ETHICS. (3) The purpose of this course is to develop a student's ability to analyze the political, moral and legal aspects of policy formulation. Management's responsibilities to consumers, employees, investors and the public are stressed. Students are encouraged to develop a concept of professional management applicable in complex organizations.

MGT. 694. MANAGEMENT STRATEGY. (3) This course is designed to synthesize the concepts and analytical methods developed throughout a candidate's program of study. Students are required to solve organizational problems encountered by top administrators. The interdependency of marketing, production and financial functions is stressed. Participation in a complex simulation is an integral part of this course.



College of Human Development and Learning

Dean: Professor Chase

The College of Human Development and Learning has primary responsibility for the Master of Education. This includes responsibility for admission and advising in the selection of a course sequence fulfilling the requirements for the degree.

The graduate program for teachers, school personnel, and other members of the helping professions offers unique opportunities for students of teaching and learning to participate in a continuum of experiences involving classroom studies, experimentation, action research, functional project

development, independent studies, and clinical experiences. Emphasis is given to the design of personal programs of study, to the organization of experiences for individuals with genuine personal interests or needs, and to programs for groups and school faculties with interests and problems which need analysis and development.

Program of Courses

Teacher education programs and most professional certification guidelines require professional study in at least four areas. To assist the student in selecting courses to meet requirements in each professional area, courses are listed by areas.

Course Descriptions

I

EXPLORATIONS IN HUMAN POTENTIAL (Philosophical and Psychological Foundations)

HDL 600. EXPLORATIONS IN HUMAN POTENTIAL. (3) A course designed to explore in depth the identification, development and release of human potential. Emphasis will be given to techniques, relationships, and programs which develop potential. The course is organized to be taught by a team giving opportunities for the student to study in depth areas of interest and need such as: A. The Person and School in Urban Society; B. The Facilitation of Meaning; C. Children and Youth.

HDL 606. ADJUSTMENT PROBLEMS, CHILDREN AND YOUTH. (3) A study of adjustment problems from childhood and adolescence in relation to theoretical postulates and to school problems. Special emphasis is given to problems of behavior and attitudes toward learning and relationships.

HDL 608. LEARNING AND DEVELOPMENT. (3) Investigations in the historical and contemporary explanations of the learning phenomena particularly as they apply to the teacher/learner relationship. Emphasis is placed on the relationship between learning and other aspects of the process of growth and development.

HDL 609. INTEREST, APTITUDE, INTELLIGENCE. (3) Study of the social, psychological and philosophical concepts of interest, aptitude, and intelligence as they contribute to the understandings of an individual. Opportunities are provided for students to become familiar with the theoretical concepts involved in assessing these facets of human behavior as well as to gain some experience in administering and interpreting current evaluative instruments in the field.

HDL 610. THE DESIGN AND ANALYSIS OF RESEARCH IN HUMAN DEVELOPMENT AND LEARNING. (3) This seminar is designed to enhance the individual's ability to conduct and utilize research to contribute to his understanding of human potential. Emphasis will be given to the selection of experimental variables, research design, sampling techniques, and data gathering and analysis procedures. Opportunities will be provided for the student to plan and analyze research in his particular field of interest.

II

MEANING AND GROWTH IN TEACHING/LEARNING RELATIONSHIPS

(Curriculum and Instruction)

HDL 620. CURRICULUM THEORY. (3) A study of the determinants of curriculum as they relate to facilitation of the transition from theory to practice. The course is organized to be taught by a team giving opportunities for the student to study in depth areas of interest and need such as: (A) Meaning and Growth, B. Creativity and Experiences, and C. Strategies and Designs. Emphasis is placed on research and experimentation in the development of theory, processes, materials, and relationships in curriculum design.

HDL 625. CONCEPTS OF TEACHING AND LEARNING. (3) A course designed to provide the student with an opportunity to critically examine current trends and practices in particular areas of the curriculum such as: A. Integrated Studies, B. Language Development and Reading, C. Science, D. Mathematics.

HDL 630. EXAMINATION AND APPRAISAL OF READING INSTRUCTION. (3) Aspects of the reading program ranging from readiness to diagnostic and remedial techniques. Current practices and materials used in reading programs are investigated and evaluated. Emphasis will be placed on a flexibility of programs to meet the learning needs of individual students.

HDL 635. LEARNING MEDIA, RESOURCES, AND TECHNOLOGY. (3) The selection, use, and evaluation of technological innovations in instructional media will be studied. Laboratory experiences will emphasize media application in the enrichment of the instructional program.

III

THE HELPING RELATIONSHIP

HDL 660. BEHAVIORAL ANALYSIS OF ADMINISTRATION. (3) An extensive study of the behavioral components of administrative theory, organization, decision making, and planning for educational development. An appraisal of significant functions, techniques, practices and problems as they relate to the public school systems, to other social institutions, with the system of social and governmental entities.

HDL 663. DEVELOPMENTAL APPROACHES TO THE THEORY AND PRACTICE OF GUIDANCE. (3) A study of guidance and counseling as a developmental concept with emphasis upon the philosophical, social, and psychological bases for the helping relationship. Experiences are provided to facilitate the necessary competencies—self-analysis, value judgments and the creation of relationships needed to facilitate the growth of others toward personhood.

HDL 665. ANALYZING AND DEVELOPING APPROACHES TO THE HELPING RELATIONSHIPS. (3) A course designed for the study of ways, means, and concepts of improving instruction, learning, and development through the helping relationship. The course is organized to be taught by a team giving opportunities for the student to study in depth areas of interest and need such as: A. Person to Person Relationships; B. Group Process and Behavioral Change; C. Counseling, D. Supervision; E. Leadership; and other approaches and processes defined as the helping relationship.

IV

EXPERIENCE AND COMMITMENT IN HUMAN DEVELOPMENT AND LEARNING

Course for Advanced Undergraduates and Graduates

HDL 570. SELECTED TOPICS IN HUMAN DEVELOPMENT AND LEARNING. (3-6) Prerequisite: HDL 201 and permission of the College of Human Development and Learning. Topics and special problems chosen in relation to human learning, ideas, practices, significant movements, or detailed study of models for human learning. Seminars, independent study, and clinical experiences. May be repeated for credit with approval.

Courses for Graduates Only

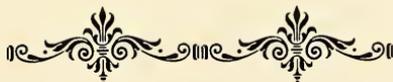
HDL 670. CLINICAL EXPERIENCES IN ANALYZING TEACHER/LEARNER BEHAVIOR. (3-6) A course designed to provide observational and teaching experiences as a member of a teaching team in: A. Early Childhood Education; B. Intermediate Education; C. Secondary Education; and in other areas of teaching interests. The course is designed to be team taught so as to provide supervision, analysis, and planning by a specialist in various areas. Emphasis will be given in instructional change, program development, and to the development of unique teaching styles. These experiences are organized with children in a model setting.

HDL 671. SEMINAR AND INTERNSHIP IN HUMAN DEVELOPMENT AND LEARNING. (3-6) Prerequisite: Permission of the College of Human Development and Learning. Supervised experiences in observation, involvement, and administrative participation in clinical settings in schools, clinics, learning centers, social agencies, and other centers devoted to human development and learning. Emphasis is given to independent experiences and to experience

as a member of a learning team in relation to behavior, behavior analysis, and to the personal and professional growth of the intern in: A. Teaching; B. Counseling; C. Administration; D. Supervision; and E. Leadership. Seminars, held concurrently with the internship experience, are designed to critically analyze behavior, develop materials, to study administrative models, and to examine theory in relation to practice. May be repeated for different experiences.

HDL 672. PROBLEMS IN HUMAN DEVELOPMENT AND LEARNING. (3-6) Prerequisite: Permission of the College of Human Development and Learning. Designed to permit students to conduct action research on selected problems, guided readings, research, and individual project work under the direction of a staff member. This course may be repeated for credit with the approval of the College of Human Development and Learning.

HDL 673. SEMINAR. (1-3) Prerequisite: Permission of the College of Human Development and Learning. Designed to provide an opportunity for group analysis of selected areas of interest in human growth and development. Provides for study related to an individual's professional development. Appropriate studies may include independent research, analysis of significant movements and practices, the development of significant ideas, or detailed study of the major works of a prominent individual in the field. This course may be repeated for credit with the approval of the College of Human Development and Learning.



College of Humanities

Dean: Professor Mathis

Primary responsibility for admission to and advising in programs leading to the Master of Arts in Education with academic concentration in English or History rests with the appropriate academic department. The courses listed below are designed to meet the needs of these programs, but may be elected by other graduate students who meet prerequisites for admission.

Awards

The Andreas Bakis Prize is awarded annually to a graduate student for outstanding performance in the study of the English language.

Course Descriptions

Courses for Advanced Undergraduates and Graduates

ENG 311. CHAUCER. (3) *The Canterbury Tales, Troilus and Criseyde*, and selected minor works.

ENG 321. THE EARLIER SEVENTEENTH CENTURY. (3) Major writers from Bacon and Donne to the Restoration.

ENG 331. HISTORY OF THE ENGLISH LANGUAGE. (3) Origins and development of the English language and its present usage.

ENG 343. THE AMERICAN NOVEL OF THE NINETEENTH CENTURY. (3) Major novelists and traditions from the beginnings of the American novel through the rise of realism, with primary attention to approximately eight or ten representative novels.

ENG 344. THE AMERICAN NOVEL OF THE TWENTIETH CENTURY. (3) Major novelists and traditions from the emergence of naturalism to the present, with primary attention to approximately eight or ten representative novels.

ENG 401. MODERN LITERARY CRITICISM. (3) Critical theories of the modern schools.

ENG 413. ENGLISH PROSE AND POETRY OF THE SIXTEENTH CENTURY. (3) The major works, excluding drama, More through Spenser, with attention to the development of the lyric.

ENG 421. THE ENGLISH NOVEL BEFORE SCOTT. (3) Major writers and traditions, Defoe through Jane Austen.

ENG 422. THE NOVEL FROM SCOTT THROUGH THE VICTORIANS. (3) Major writers and traditions through Hardy.

ENG 431. ENGLISH DRAMA BEFORE 1642. (3) Representative plays with emphasis on the chief Elizabethan, Jacobean, and Caroline dramatists from Lyly to Ford, excluding Shakespeare.

ENG 441. COLONIAL AND EARLY AMERICAN LITERATURE. (3) American literature from Colonial times through Washington Irving.

ENG 450. MODERN POETRY. (3) Chief British and American poets of this century.

ENG 451. MODERN DRAMA. (3) Representative British and American plays from Shaw to the present.

ENG 461. MODERN ENGLISH GRAMMAR. (3) Prerequisite: ENG 331 or 332. A descriptive analysis of the structure of Modern English, with emphasis upon the transformational approach.

Courses for Graduate Students Only

ENG 601. BIBLIOGRAPHY AND METHODOLOGY. (3) An introduction to the scope, aims, materials, and methods of literary scholarship, including criticism.

ENG 611. SHAKESPEARE'S COMEDIES AND HISTORIES. (3) Detailed study of source materials, textual problems, and stage conventions in selected comedies and history plays illustrating Shakespeare's dramaturgy.

ENG 612. SHAKESPEARE'S TRAGEDIES. (3) Source materials, textual problems, and stage conventions of selected tragedies, chosen primarily from the period of the great tragedies, illustrating Shakespeare's dramaturgy.

ENG 613. MILTON. (3) The complete poetry and selections from the prose.

ENG 623. THE AUGUSTAN AGE. (3) The chief literary figures and conventions in the light of intellectual and historical currents.

ENG 625. THE ROMANTIC ERA, 1785-1832. (3) The development of the Romantic movement with emphasis on the works of Wordsworth, Coleridge, and other major poets.

ENG 626. THE VICTORIAN ERA, 1832-1900. (3) Emphasis on Tennyson, Robert Browning, Arnold, Carlyle, Ruskin, and Newman.

ENG 642. AMERICAN REALISM AND NATURALISM. (3) Major writers of the two movements before and after the end of the nineteenth century, including Twain, Howells, James, Crane, Dreiser, and Norris.

ENG 661. INTRODUCTION TO LINGUISTICS. (3) The science of linguistics, its techniques and objectives; descriptive and historical linguistics; language families of the world; language and society.

ENG 662. ADVANCED RHETORIC. (3) Prerequisite: ENG 461 or permission of instructor. The fundamental principles of classical rhetoric and an intense examination of the governing principles of the "new" or descriptive rhetorics.

ENG 680. SEMINAR IN ENGLISH LITERATURE. (3)

ENG 685. SEMINAR IN AMERICAN LITERATURE. (3)

ENG 690. DIRECTED READING. (3)

History

Chairman: Professor Rieke

Course Descriptions

Courses for Advanced Undergraduates and Graduates

HIS 403. THE MEDIEVAL PAPACY (314-1378). (3) A study of factors in the rise and fall of papal power from the "Edict of Milan" to the Great Western Schism. Special emphasis will be placed on the popes of Avignon during the Babylonian captivity.

HIS 404. THE CRUSADES (1096-1453). (3) A study of the crusades from the great surge of the eleventh century to the Moslem counter-offensive of Nun-ad-Din, Saladin, and Mohammed II.

HIS 407. PROBLEMS IN EARLY MODERN FRENCH HISTORY. (3) The examination of specific social, economic, and political problems in early modern French history, 1300 to 1815.

HIS 411. PROBLEMS IN RUSSIAN HISTORY. (3) An intensive examination by each student of a topic in Russian History.

HIS 412. PROBLEMS IN SOCIALISM and/or COMMUNISM. (3) An intensive examination by each student of a topic in the history of Socialism and/or Communism.

HIS 461. TUDOR ENGLAND, 1485-1603. (3) Treatment in depth of the English Reformation, the English Renaissance, and the creation of English naval and economic power.

HIS 462. STUART ENGLAND, 1603-1714. (3) Treatment in depth of the socio-economic and political phases in the Civil War, Restoration and Glorious Revolution, and International and Colonial involvement.

HIS 471. PROBLEMS IN COLONIAL AND REVOLUTIONARY AMERICA. (3) An in-depth study of selected historical problems in United States History between 1492 and 1789.

HIS 472. ORIGINS OF THE AMERICAN CONSTITUTION. (3) The historical and philosophical background which led to the adoption of the American Constitution. Emphasis is placed on the Constitution's background. The course traces the writing and development of the Constitution through the Marshall Court.

HIS 475. PROBLEMS IN CIVIL WAR AND RECONSTRUCTION. (3) An intensive examination of an issue in the Civil War and Reconstruction. Emphasis is placed on independent research and reading.

HIS 477. PROBLEMS IN RECENT AMERICAN HISTORY. (3) An intensive examination of selected historical problems in United States History from 1901 to the present.

HIS 478. AMERICA IN THE COLD WAR. (3) A study of the origins of the Cold War, Soviet-American relations since World War II, the making and breaking of the Atlantic Alliance, and America's response to nationalism and revolution in the Third World.

HIS 481. PROBLEMS IN FRONTIER HISTORY. (3) An in-depth study of selected historical problems concerning Frontier America and various phases of the frontier movement.

HIS 482. PROBLEMS IN AMERICAN POLITICAL HISTORY. (3) An intensive examination of a selected area or problem in American political history. Emphasis is placed on independent research, study, or project.

HIS 485. AMERICAN REFORM MOVEMENTS. (3) An intensive study of selected aspects of reform and radical thought and organization. Conduct of the course will be adjusted to the needs and interests of students.

HIS 487. AMERICAN SOCIAL AND INTELLECTUAL HISTORY TO 1860. (3) Development of American social institutions and thought from the beginning to the Civil War. The course is conducted as a colloquium, combining lectures, discussions, extensive reading, and oral reports and a research paper by each student.

HIS 488. AMERICAN SOCIAL AND INTELLECTUAL HISTORY SINCE 1860. (3) Continuation of HIS 487 from the Civil War to the present.

HIS 491. TUTORIAL IN HISTORY. (3) Prerequisite: Consent of the department. Seminar in historical method, bibliography, and purpose of historical writing. A major research paper under the direction of a staff member.

HIS 492. SEMINAR IN HISTORY. (3) Prerequisite: Consent of the department. An intensive examination of a subject in history to be offered as special circumstances require. (May be repeated for credit.)

Courses for Graduate Students Only

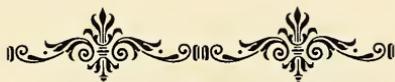
HIS 650. TOPICS IN HISTORY. (3) Intensive treatment of a period or a broader survey of a topic, depending on student needs and staff resources. (May be repeated for credit.)

HIS 693. HISTORIOGRAPHY AND METHODOLOGY. (3) A study of the historian and his philosophical and methodological approach.

HIS 694. READINGS IN HISTORY. (3) Coverage of historical periods or topics through individually designed reading programs; scheduled conferences with a staff member. (May be repeated for credit.)

HIS 695. DEPARTMENTAL INTERNSHIP-SEMINAR. (3) A programmed apprenticeship for those who anticipate a teaching career. Not required, but recommended. (May be repeated for credit.)

HIS 697. DIRECTED RESEARCH. (3) Investigation of an historical problem culminating in a research paper. (May be repeated for credit.)



College of Science and Mathematics

Dean: Distinguished Professor Hildreth

Primary responsibility for admission and advising of students working toward the Master of Arts in Education

with academic concentration in mathematics rests with the Department of Mathematics. Students enrolled in other graduate programs who meet prerequisites may elect courses from the graduate offerings of that department.

Mathematics

Chairman: Professor Schell

Course Descriptions

Courses For Advanced Undergraduates and Graduates

MAT 343. ANALYSIS I. (3) Prerequisite: MAT 244 with a grade of C or better. An introduction to metric spaces, including properties of subsets, continuity of functions, pointwise and uniform convergence of functions.

MAT 344. ANALYSIS II. (3) Prerequisite: MAT 343. An introduction to Lebesgue integration and measure theory, starting with a construction of measure for closed and bounded intervals of \mathbf{R} and extending to an axiomatic treatment of a general measure on abstract spaces.

MAT 363. MODERN ALGEBRA I. (3) Prerequisite: Consent of the department. The first course of a two-semester sequence covering topics in group theory, rings, and ideals, fields, and Galois theory.

MAT 364. MODERN ALGEBRA II. (3) Prerequisite: MAT 363. A continuation of MAT 363.

MAT 409. HISTORY OF MATHEMATICAL THOUGHT. (3) Prerequisite: Consent of the department. A study of the development of mathematics in its historical setting from the earliest beginnings to modern times.

MAT 450. SELECTED TOPICS IN MATHEMATICS. (2-3) Prerequisite: Consent of the department. Topics chosen from such fields as topology, differential geometry, complex analysis, applied mathematics, or modern algebra. May be repeated for credit with the approval of the department.

MAT 481. INTRODUCTION TO TOPOLOGY. (3) Prerequisite: Consent of the department. Topics from set theory and point set topology such as cardinality, order, topological spaces, metric spaces, separation axiom, compactness and connectedness.

Courses for Graduate Students Only

MAT 600. FOUNDATIONS OF MATHEMATICS. (3) Prerequisite: Consent of the department. Sets, logic and axiomatics with examples drawn from algebra and geometry.

MAT 601. THE NUMBER SYSTEM. (3) Prerequisite: MAT 600 or consent of the department. An axiomatic development of the number system from the natural numbers to the complex numbers.

MAT 603. COMPUTER TECHNIQUES AND NUMERICAL METHODS. (3) Prerequisite: MAT 601 or consent of the department. A study of digital computer systems, the programming of a digital computer and the use of the computer in the solution of problems by numerical methods.

MAT 604. TOPICS IN ANALYSIS. (3) Prerequisite: MAT 601 or consent of the department. A selection of topics forming an axiomatic and rigorous study of analysis including topics such as linear and affine transformation from E^m to E^n , differentiation of functions from E^m to E^n , integration theory, and introduction to abstract spaces. May be repeated for credit.

MAT 606. TOPICS IN ALGEBRA. (3) Prerequisite: MAT 601 or consent of the department. A selection of topics from the classical algebraic structures, including groups, rings, fields, and vector spaces. May be repeated for credit.

MAT 608. TOPICS IN GEOMETRY—TOPOLOGY. (3) Prerequisite: MAT 601 or consent of the department. A study of selected topics from geometry and topology such as: Euclidean geometry, non-Euclidean geometry, projective geometry, differential geometry, point-set topology, algebraic topology. May be repeated for credit.

MAT 609. SEMINAR. (1, 2, or 3) Prerequisite: Admission to candidacy for M.A.Ed. A series of regularly scheduled meetings in which each student will present one or more topics selected by the seminar coordinator. May be repeated for credit.



College of Social and Behavioral Sciences

Dean: Professor Schul

Graduate courses currently offered by departments of the College of Social and Behavioral Sciences primarily serve the professional and certification needs of students enrolled in the degree programs for in-service public school teachers. None of the departments listed is at present authorized to award a graduate degree or "major" in its particular academic area.

Geography and Geology

Chairman: Associate Professor Stuart

Course Descriptions

Courses for Advanced Undergraduates and Graduates

Geography

GGY 301. GEOGRAPHY OF LATIN AMERICA. (3) A regional study of the basic human and physical differences from place to place which affect economic, social, and political conditions of the Latin American countries.

GGY 303. GEOGRAPHY OF ANGLO AMERICA. (3) The geographic structure of the U.S. and Canada with emphasis on both the physical environment and the patterns of human activities.

GGY 305. GEOGRAPHY OF EUROPE. (3) A regional study of geographic conditions and their relationship to economic, social and political problems of Europe.

GGY 308. GEOGRAPHY OF EAST ASIA. (3) A regional study emphasizing the relationships that exist between the physical environment and the cultural patterns in geographic regions of China, Korea, Japan, and the nations of Southeast Asia.

GGY 309. GEOGRAPHY OF SOUTH AND SOUTHWEST ASIA. (3) A regional study emphasizing the relationships that exist between the physical environment and the cultural patterns in geographic regions of the Indian subcontinent and the Arabian peninsula.

GGY 310. HISTORICAL GEOGRAPHY OF ANGLO-AMERICA. (3) A study of the evolution of existing geographical patterns in the United States by examining the geography of selected historical periods.

GGY 311. POLITICAL GEOGRAPHY. (3) A study of the concepts of political geography as developed through topical studies of political phenomena as related to geographical features. Contemporary problems in international affairs will be considered.

GGY 312. URBAN GEOGRAPHY. (3) A study of the distribution, internal structure and functions of various types of urban developments.

GGY 313. MANUFACTURING GEOGRAPHY. (3) A study of factors relating to the nature, locations, and development of manufacturing industries. Emphasis upon location theory, classification of manufactures, principal areas of manufacturing and other phases of economic geography.

GGY 314. RESOURCE PLANNING. (3) A study of the resources of the United States especially as they pertain to population, their use and misuse, and present conservational practices as they relate to planning for future resource adequacy.

GGY 315. THE REGION AND PLANNING. (3) The regional concept and its application to urban and regional planning. Emphasis to be upon the techniques used in regional analysis.

GGY 316. GEOGRAPHY OF TERTIARY ACTIVITY. (3) A study of the spatial attributes of retail and wholesale activities, service facilities, and financial establishments. Emphasis upon location research and delineation of trade and service areas.

GGY 317. THE GEOGRAPHY OF TRANSPORTATION SYSTEMS. (3) The study of those geographical and human factors which affect the movement of goods and people from place to place. Emphasis will be placed on transportation routes and networks, commodity flow patterns, and the locational implications of freight rates.

GGY 331. AIR PHOTO INTERPRETATION. (3) Prerequisite: GGY 101 or consent of the department. The examination and interpretation of aerial photographs with the aid of stereoscopes. Emphasis is to be placed on the identification of physical and cultural features and their patterns. One lecture hour and two laboratory periods of two hours a week.

GGY 341. PHYSIOGRAPHY OF THE UNITED STATES. (3) A study of the physiographic regions of the United States, the genesis and pattern of the major landforms included within each, their distinctive characteristics, and their cartographic interpretation.

GGY 344. WEATHER AND CLIMATE. (3) A study of the elements and controls of weather and climate, world patterns of climate; and the relationship of climate to man's activity.

GGY 401. SEMINAR IN GEOGRAPHY. (3) Prerequisite: Consent of the department. The nature of Geography with emphasis on current trends in the field and major research methods.

GGY 402. TOPICS IN URBAN-ECONOMIC GEOGRAPHY. (3) Prerequisite: Consent of the department. An intensive examination of a topic in urban-economic geography.

GGY 403. TOPICS IN ENVIRONMENTAL STUDIES. (3) Prerequisite: Consent of the instructor. The study of major problems in the human environment.

GGY 450. SPECIAL PROBLEMS IN GEOGRAPHY. (1-4) Permission of department must be obtained and credit hours established in advance. May be repeated for credit. Tutorial study or special research problems.

Geology

GLY 351. HISTORICAL GEOLOGY. (4) Prerequisite: GLY 102. The history of the earth from its beginning to the present. The study of successive faunal and floral assemblages as they appear in the rock record. Three lecture hours and one laboratory period of two hours a week.

GLY 352. VERTEBRATE PALEONTOLOGY. (4) Prerequisite: GLY 102 or BIO 101 (this course is the same as BIO 352). Evolution

of vertebrate animals from the first fishes to man. Three lecture hours and one laboratory period of two hours a week.

GLY 361. GEOMORPHOLOGY. (3) Prerequisite: GLY 102. Treatment of the processes shaping the earth's surface, genesis of land forms, and the theories related to landform development.

GLY 380. ENVIRONMENTAL GEOLOGY. (3) Prerequisites: GLY 102 or permission of the department. The study of earth processes and rock properties which have direct implications for human activities.

Courses for Graduate Students Only

GGY 650. WORKSHOP IN GEOGRAPHY. (4) a. Earth Science I. A series of lectures on the subject matter of the atmosphere and hydrosphere with accompanying laboratory sessions.

GLY 651. WORKSHOP IN GEOLOGY. (4) a. Earth Science II. A series of lectures on subject matter of the lithosphere and space science with accompanying laboratory sessions.

Political Science

Chairman: Associate Professor Lyons

Course Descriptions

Courses for Advanced Undergraduates and Graduates

PSC 305. ELECTORAL BEHAVIOR. (3) An examination of the psychological, sociological, and political variables that influence voting behavior and that affect electoral stability and change. The course emphasizes studies derived from survey research.

PSC 317. LAW AND SOCIETY. (3) A study of the relationship between law and society.

PSC 345. GOVERNMENT AND POLITICS OF THE SOVIET UNION. (3) The origins of Bolshevism and the substance and role of Marxist-Leninist ideology. The structure and functions of the Communist Party of the Soviet Union (CPSU). The principles of Soviet politics and the instruments of rule. The Soviet political system in transition and its relationship to world communism.

PSC 357. AMERICAN FOREIGN POLICY. (3) Systematic study of contemporary American foreign policy-making.

PSC 383. ADMINISTRATIVE BEHAVIOR. (3) The role of the administrator and public bureaucracy in modern democratic society. Particular attention will be given to the interplay of forces created by executives, legislators, political parties and interest groups.

PSC 450. THE ROBERT A. TAFT INSTITUTE OF GOVERNMENT SEMINAR. (3) Open under special arrangement.

Psychology

Chairman: Professor Diamant

Course Descriptions

Courses for Advanced Undergraduates and Graduates

PSY 501. PSYCHOLOGY OF EXCEPTIONAL CHILDREN. (3) Assessing the exceptional child. Emphasis on current research in several diagnostic categories.

PSY 502. ADJUSTMENT PROBLEMS OF THE DISADVANTAGED. (3) A seminar concerned with such issues as racial attitudes, prejudice, and poverty. Assigned reading and discussion deal with the application of psychological principles to these problems. Contributing lecturers with professional experience with problems of the disadvantaged will participate.

PSY 503. PSYCHOLOGY OF MENTAL RETARDATION. (3) An intensive study of the psychological and sociological aspects of mental retardation in relation to adjustment and educational development. Emphasis on current research and diagnostic categories.

PSY 504. TESTS AND MEASUREMENTS. (3) Prerequisite: PSY 201. A survey of psychological and educational measurements in current use. Emphasis will be placed on structure, administration, and application of group tests. Individual tests such as Stanford Binet, WISC, and WAIS will be reviewed.

Sociology

Chairman: Professor Goodnight

Course Descriptions

Courses for Advanced Undergraduates and Graduates

SOC 354. SOCIOLOGICAL INQUIRY I: THEORIES AND THEIR CONSTRUCTION. (3) Prerequisite: SOC 253 and three semester hours of logic. Systematic analysis of competing and complementary theories in contemporary sociology and the acquisition and application of the basic skills of theory construction.

SOC 355. SOCIOLOGICAL INQUIRY II: METHODS OF VERIFICATION. (4) Prerequisite: SOC 354 and three semester hours of statistics or consent of the instructor. Examination and application of research principles and techniques for the verification of sociological propositions, including the formulation of the problem, the design of the research, and the collection, analysis and interpretation of the data. Three hours of lecture-discussion and a laboratory period of two hours each week.

SOC 361. SOCIALIZATION AND SOCIETY. (3) Prerequisites: SOC 151-152 or 201. Analysis of the processes of socialization and social interaction and the sociocultural dimension of personality.

SOC 411. SOCIAL STRATIFICATION: POWER, PRIVILEGES, AND PRESTIGE. (3) Prerequisite: Introductory Sociology and consent of the instructor. Cross-cultural and comparative analysis of the distributive system of societies focusing upon the explanation of inequality among societies and the variations in power, privilege, and prestige.

SOC 413. SOCIOLOGY OF WORK, OCCUPATIONS, AND PROFESSIONS. (3) Prerequisite: Introductory Sociology and consent of the instructor. Analysis of occupational and professional socialization and roles; career patterns and professional ideologies; and occupational structure and change.

SOC 415. SOCIOLOGY OF COMPLEX ORGANIZATION. (3) Prerequisite: Introductory Sociology and consent of the instructor. Analysis of the structure and dynamics of complex organizations with special attention to rationalization through bureaucracy and the mechanisms of change.

SOC 456. SEMINAR IN ADVANCED SOCIOLOGICAL INQUIRY. (3) Prerequisite: SOC 355. Synthesis and utilization of basic sociological principles and techniques in supervised independent theorization and verification, including the presentation of projects to seminar members and departmental faculty for evaluation and criticism.

SOC 485. APPLIED SOCIOLOGY. (3) Prerequisite: SOC 355 or consent of the instructor. Exploration of the role of sociologists in law and law enforcement, medicine, social work and social welfare, management, the military establishment, community development, foreign policy, the development of developing countries, urban poverty and planning, and the educational system. Emphasis on the adaptation of sociological research methods and theory to temporal and other limitations imposed by the special characteristics of applied research.

SOC 490. TOPICS IN SOCIOLOGY. (1 to 3) Prerequisite: consent of the department. Examination of specialized sociological topics selected by students and faculty. May be repeated for credit.

SOC 495. DIRECTED INDIVIDUAL STUDY. (1 to 4) Prerequisite: consent of the department. Supervised investigation of a sociological problem of special interest to the student. May be repeated for credit.

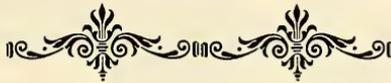
SOC 557. ADVANCED GENERAL SOCIOLOGY I: SOCIAL STRUCTURE. (3) Prerequisite: consent of the department. Systematic examination of theories and principles of social structure and organization with special emphasis on role and systems analysis and the segmentation and integration of society.

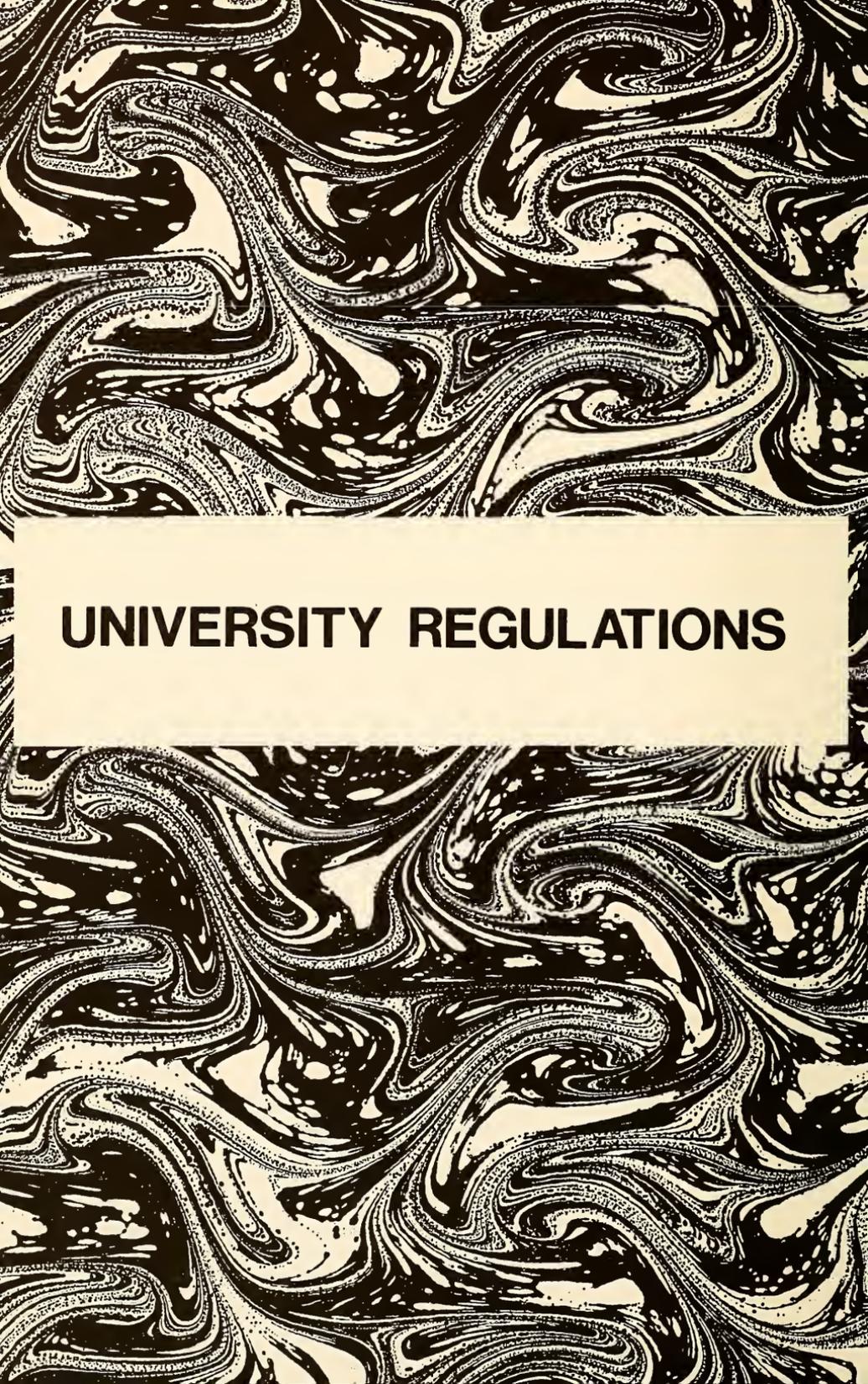
SOC 558. ADVANCED GENERAL SOCIOLOGY II: SOCIOCULTURAL CHANGE. (3) Prerequisite: consent of the department. Systematic examination of the principal theories and principles

of sociocultural change with special emphasis on the evolutionary development of societal types, industrialization and urbanization of American society, and transition of developing countries.

Course for Graduate Students Only

SOC 615. SEMINAR IN COMPLEX ORGANIZATION. (3) Prerequisite: consent of the department. Analysis of advanced theoretical issues and empirical research relevant to the structure and dynamics of complex organizations.





UNIVERSITY REGULATIONS

The Expectation of the University

The University expects from its students a decent respect for other human beings, a regard for the law and a willingness to embrace membership in an academic community.

Some regulations are always necessary in a society of men and women. It is the intent of the University to keep the number of such regulations at a minimum and to depend rather upon the acceptance on the part of each individual of his responsibility as a member of the University.

Policies, Procedures, and Disciplinary Actions In Cases of Disruption of Educational Process

The policies, procedures and disciplinary actions which will be followed in cases of disruption of the educational process are set forth in Chapter V of the Code Provisions Governing the University of North Carolina, Bylaws of the Board of Trustees, and Duties of the University of North Carolina, Bylaws of the Board of Trustees, and Duties of the University Officers.

This chapter is as follows :

Section 5-1. Policies Relating to Disruptive Conduct

The University of North Carolina has long honored the right of free discussion and expression, peaceful picketing and demonstrations, the right to petition and peaceably to assemble. That these rights are a part of the fabric of this institution is not questioned. They must remain secure. It is equally clear, however, that in a community of learning willful disruption of the educational process, destruction of property, and interference with the rights of other members of the community cannot be tolerated. Accordingly, it shall be the policy of the University to deal with any such disruption, destruction or interference promptly and effectively, but also fairly and impartially without regard to race, religion, sex or political beliefs.

Section 5-2. Definition of Disruptive Conduct

(a) Any faculty member (the term "faculty member," wherever used in this Chapter V, shall include regular faculty members, full-time instructors, lecturers, and all other persons exempt from the North Carolina State Personnel System [Chapter 126 of the General Statutes as amended] who receive compensation for teaching, or other instructional functions, or research at the University), any graduate student engaged in the instructional program, or any student who,



with the intent to obstruct or disrupt any normal operation or function of the University or any of its component institutions, engages, or incites others to engage, in individual or collective conduct which destroys or significantly damages any University property, or which impairs or threatens impairment of the physical well-being of any member of the University community, or which, because of its violent, forceful, threatening or intimidating nature or because it restrains freedom of lawful movement, otherwise prevents any member of the University community from conducting his normal activities within the University, shall be subject to prompt and appropriate disciplinary action, which may include suspension, expulsion, discharge or dismissal from the University.

The following, while not intended to be exclusive, illustrate the offenses encompassed herein, when done for the purpose of obstructing or disrupting any normal operation or function of the University or any of its component institutions: (1) occupation of any University building or part thereof with intent to deprive others of its normal use; (2) blocking the entrance or exit of any University building or corridor or room therein with intent to deprive others of lawful access to or from, or use of, said building or corridor or room; (3) setting fire to or by any other means destroying or substantially damaging any University building or property, or the property of others on University premises; (4) any possession or display of, or attempt or threat to use, for any unlawful purpose, any weapon, dangerous instrument, explosive, or inflammable material in any University building or on any University campus; (5) prevention of, or attempt to prevent by physical act, the attending, convening, continuation or orderly conduct of any University class or activity or of any lawful meeting or assembly in any University building or on any University campus; and (6) blocking normal pedestrian or vehicular traffic on or into any University campus.

(b) Any person engaged in the instructional program who fails or refuses to carry out validly assigned duties, with the intent to obstruct or disrupt any normal operation or function of the University or any of its component institutions, shall be subject to prompt and appropriate disciplinary action under this Chapter V if (but only if) his status is such that he is not subject to the provisions of Section 4-3 of Chapter IV.

Section 5-3. Responsibilities of Chancellors

(a) When any Chancellor has cause to believe that any of the provisions of this Chapter V have been violated, he shall forthwith investigate or cause to be investigated the occurrence, and upon identification of the parties involved shall promptly determine whether any charge is to be made with respect thereto.

(b) If he decides that a charge is to be made, he shall, within thirty (30) days after he has information as to the identity of the alleged perpetrator of the offense but in no event more than twelve (12)

months after the occurrence of the alleged offense, (i) refer the case to the appropriate existing University judicial body, or (ii) refer the matter to a Hearing Committee drawn from a previously selected Hearings Panel which, under this option, is required to implement action for violation of Section 5-2 (a) or (b) of this Chapter. If the case is referred to an existing University judicial body under (i) above, the procedural rules of that body shall be followed, and subsections (c) through (f) below shall not be applicable. If the matter is referred to a Hearing Committee under (ii) above, the procedural rules prescribed in subsections (c) through (f) below shall be followed.

(c) The accused shall be given written notice by personal service or registered mail, return receipt requested, stating:

(1) The specific violations of this Chapter V with which the accused is charged.

(2) The designated time and place of the hearing on the charge by the Hearing Committee, which time shall be not earlier than seven (7) nor later than ten (10) days following receipt of the notice.

(3) That the accused shall be entitled to the presumption of innocence until found guilty, the right to retain counsel, the right to present the testimony of witnesses and other evidence, the right to cross-examine all witnesses against him, the right to examine all documents and demonstrative evidence adverse to him, and the right to a transcript of the proceedings of the hearing.

(d) The Hearing Committee shall determine the guilt or innocence of the accused. If the person charged is found guilty, the Hearing Committee shall recommend to the Chancellor such discipline as said body determines to be appropriate. After considering such recommendation the Chancellor shall prescribe such discipline as he deems proper. In any event, whether the person is found guilty or not guilty, a written report shall be made by the Chancellor to the President within ten (10) days.

(e) Any person found guilty shall have ten (10) days after notice of such finding in which to appeal to the President of the University. Such an appeal if taken shall be upon the grounds set forth in Section 5-5.

(f) Any accused person who, without good cause, shall fail to appear at the time and place for the hearing of his case by the Hearing Committee shall be suspended indefinitely or discharged from University employment.

(g) A Chancellor, unless so ordered or otherwise prevented by court, shall not be precluded from carrying out his duties under this Chapter V by reason of any pending action in any State or Federal court. Should a delay occur in prosecuting the charge against the accused because the accused or witnesses that may be necessary to a determination of the charge are involved in State or Federal court actions, the time limitations set forth above in this Section 5-3 shall not apply.

(h) Conviction in any State or Federal court shall not preclude the University or any of its officers from exercising disciplinary action in any offense referred to in this Chapter V.

(i) Nothing contained in this Chapter V shall preclude the President or any Chancellor from taking any other steps, including injunctive relief or other legal action, which he may deem advisable to protect the best interests of the University.

Section 5-4. Aggravated Acts or Threatened Repetition of Acts

(a) The Chancellor of each of the component institutions of the University shall appoint an Emergency Consultative Panel which shall be composed of not less than three (3) nor more than five (5) faculty members and not less than three (3) nor more than five (5) students who shall be available to advise with the Chancellor in any emergency. No member of such Panel shall serve for more than one (1) year unless he be reappointed by the Chancellor. The Chancellor may make appointments, either temporary or for a full year, to fill any vacancies which may exist on the Panel.

(b) If, in the judgment of the Chancellor, there is clear and convincing evidence that a person has committed any of the acts prohibited under this Chapter V which, because of the aggravated character or probable repetition of such act or acts, necessitates immediate action to protect the University from substantial interference with any of its orderly operations or functions, or to prevent threats to or acts which endanger life or property, the Chancellor, with the concurrence as hereinafter provided of the Emergency Consultative Panel established pursuant to (a) above, may forthwith suspend such person from the University and bar him from the University campus; provided, however, that in the event of such suspension the person suspended shall be given written notice of the reason for his suspension, either personally or by registered mail addressed to his last known addresses, and shall be afforded a prompt hearing, which, if requested, shall be commenced within ten (10) days of the suspension. Except for purposes of attending personally any hearings conducted under this Chapter V, the bar against the appearance of the accused on the University campus shall remain in effect until final judgment has been rendered in his case and all appellant proceedings have been concluded, unless such restriction is earlier lifted by written notice from the Chancellor.

(c) A quorum of the Emergency Consultative Panel provided for in (a) above shall consist of not less than four (4) of its members, and the required concurrence shall have been obtained if a majority of such quorum shall indicate their concurrence. The Chancellor shall meet personally with members of such Panel at the time he seeks concurrence, if it is feasible to do so. However, if the circumstances are such that the Chancellor deems it not to be feasible to personally assemble such members, then he may communicate with them or the required number of them individually by telephone or by such other

means as he may choose to employ, in which event he may proceed as provided in (b) above after the required majority of such members have communicated their concurrence to him.

(d) In the Chancellor's absence or inability to act, the President may exercise the powers of the Chancellor specified in this Section 5-4 in the same manner and to the same extent as could the Chancellor but for such absence or inability to act.

Section 5-5. Right of Appeal

Any person found guilty of violating the provisions of this Chapter V by the Hearing Committee referred to in Section 5-3 shall have the right to appeal the finding and the discipline imposed upon him to the President of the University. Any such appeal shall be in writing, shall be based solely upon the record, and shall be limited to one or more of the following grounds:

- (1) That the finding is not supported by substantial evidence;
- (2) That a fair hearing was not accorded the accused; or
- (3) That the discipline imposed was excessive or inappropriate.

It shall be the responsibility of the President to make prompt disposition of all such appeals, and his decision shall be rendered within thirty (30) days after receipt of the complete record on appeal.

Section 5-6. No Amnesty

No administrative official, faculty member, or student of the University shall have authority to grant amnesty or to make any promise as to prosecution or non-prosecution in any court, State or Federal, or before any student, faculty, administrative, or Trustee committee to any person charged with or suspected of violating Section 5-2 (a) or (b) of these Bylaws.

Section 5-7. Publication

The provisions of this Chapter V shall be given wide dissemination in such manner as the President or Chancellors may deem advisable, and shall be printed in the official catalogs which may be issued by each component institution of the University.

Firearms and Other Weapons Prohibited

An act to protect persons on the property of any public or private educational institution from persons carrying firearms or other weapons was enacted by the 1971 General Assembly. This act, which is in full force and effect on the UNCC campus, is as follows:

It shall be unlawful for any person to possess, or carry, whether openly or concealed, any gun, rifle, pistol, dynamite cartridge, bomb,

grenade, mine, powerful explosive as defined in G.S. 14-284.1, bowie knife, blackjack, metallic knuckles or any other weapon of like kind, not used solely for instructional or school sanctioned ceremonial purposes, in any public or private school building or bus, on any public or private school campus, grounds, recreation area, athletic field, or other property owned, used or operated by any board of education, school, college, or university board of trustees or directors for the administration of any public or private educational institution. For the purpose of this Section a self-opening or switch-blade knife is defined as a knife containing a blade or blades which open automatically by the release of a spring or a similar contrivance, and the above phrase "weapon of like kind" includes razors and razor blades (except solely for personal shaving) and any sharp pointed or edged instrument except unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance. This Section shall not apply to the following persons: Officers and enlisted personnel of the armed forces of the United States when in discharge of their official duties as such and acting under orders requiring them to carry arms or weapons, civil officers of the United States while in the discharge of their official duties, officers and soldiers of the militia and the national guard when called into actual service, officers of the State, or of any county, city, or town, charged with the execution of the laws of the State, when acting in the discharge of their official duties, any pupils who are members of the Reserve Officer Training Corps and who are required to carry arms or weapons in the discharge of their official class duties.

Any person violating the provisions of this Act shall be guilty of a misdemeanor and upon conviction shall be punished in the discretion of the Court by fine or imprisonment or by both such fine and imprisonment, not to exceed five hundred dollars (\$500) fine or six months imprisonment.

Alcoholic Beverages

State law regulates the possession and use of alcoholic beverages. Excessive and/or inappropriate uses, as defined by State law, are punishable by criminal penalty. Also, because the University community presents a separate and special context in which an environment compatible with academic endeavors must be preserved, additional University regulation of the possession and use of alcoholic beverages on campus is necessary and proper.

The Executive Committee of the Board of Trustees has authorized the Chancellor of the University, or his delegate, to represent the Trustees with respect to the use of alcoholic beverages. It shall be the responsibility of the Chancellor or his delegate to adopt and enforce regulations covering the possession and use of alcoholic beverages on the campus of the University.

Drug Abuse

The illicit and improper use of certain drugs (for example, cannabis amphetamines, barbiturates, opiates, and hallucinogenic

drugs) is incompatible with personal welfare and the pursuit of academic excellence and will not be tolerated by the University. Furthermore, the illicit possession or transfer of these drugs is a State and/or Federal offense and the University will cooperate fully with appropriate authorities in the enforcement of the law.

The fundamental concern and responsibility of the University relative to the abuser of drugs is constructive rehabilitation. Within the limitations imposed by law, (Chapter 90, Section 111.3, and Section 113.6, Narcotic Drug Act, for example) the University will promote a program of education and encourage medical consultation in order to meet this responsibility. But it will act firmly through formal disciplinary procedures to control drug abuse in those instances where these measures prove insufficient.

Disciplinary action relative to drug abuse in the University will be administered by the University Discipline Committee.

Visiting Speakers

The Trustees recognize that this institution is owned by the people of North Carolina; and that it is the duty of the Board of Trustees to see that it is operated for the benefit of the people.

The total program of a university is committed to an orderly process of inquiry and discussion, ethical and moral excellence, objective instruction, and respect for law. It is necessary to the preservation of our society that the University remain free to examine all ideologies to the end that the educational purposes of our institutions shall be served and not the purposes of those who would destroy our society. The visits of speakers who represent any ideology or form of government that is alien to our basic institutions shall be infrequent, and on such occasions, necessary care shall be exercised to insure that the campuses shall not be exploited as convenient outlets of discord and strife.

The appearance of all visiting speakers shall be in accordance with the laws of the State of North Carolina, and particularly Sections 14-11, and 14-12.1 of the General Statutes, and with the policies and regulations adopted by the Board of Trustees.

The Trustees of the University are opposed to all ideologies or forms of government which have as their objective the destruction of our basic institutions. No speaker may be invited to speak or be permitted to use the facilities of any campus of the University for the purpose of advocating, advising, or teaching a doctrine that the Government of the United States, the State of North Carolina, or any political subdivision thereof shall be overthrown or overturned by force or violence or by any other unlawful means.





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The University of North Carolina at Charlotte

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Director of Graduate Studies

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College of Nursing and Professor of Nursing*

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LEONARD WILMOT *Student Member*



1971-72 Graduate Faculty

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DEAN WALLACE COLVARD, *Chancellor and Professor of Economics*
B.S., Berea College; M.A., University of Missouri; Ph.D., Purdue University

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Cornell University

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- WILLIAM ALBERT DAILEY, *Assistant Professor of Voice*
B.M.E., Bethany College; M.M.E., Indiana University; Ph.D., Catholic University
- JAMES CLARENCE DARNER, *Assistant Professor of Biology*
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- DONALD EUGENE DAVIS, *Assistant Professor of Mechanical Engineering*
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- LOUIS PATRICK DONOVAN, *Associate Professor of Sociology*
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- MEYER DRUCKER, *Assistant Professor of Business Administration*
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- VINCENT DWYER, *Assistant Professor of Education*
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- JACK BURNIE EVETT, *Assistant Professor of Environmental Engineering*
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- ROBERT MILNOR GLEAVES, *Assistant Professor of Spanish*
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