

APPENDIX C

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

INSTRUCTIONS: Please submit five copies of the proposal General Administration. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required. Proposals will be submitted electronically after January 1, 2010.

Date: __ September 2010 _____

Constituent Institution: __ University of North Carolina at Chapel Hill _____

CIP Discipline Specialty Title: __ American Studies _____

CIP Discipline Specialty Number: 05.0102 Level: B __ M _X_ 1st Prof __ D _X_

Exact Title of the Proposed Degree: __ American Studies _____

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): __ M.A. and Ph.D.* _____

** The MA will not be a terminal MA with direct admits; it will be used for PhD students who elect to earn the MA along the way or leave the program without completing all requirements for the PhD.*

Does the proposed program constitute a substantive change as defined by SACS? Yes _____ No _X_

a. Is it at a more advanced level than those previously authorized? Yes _____ No _X_

b. Is the proposed program in a new discipline division? Yes _____ No _X_

Proposed date to establish degree program (allow at least 3-6 months for proposal review: Fall 2011 __

Do you plan to offer the proposed program away from campus during the first year of operation?

Yes _____ No _X_

If so, complete the form to be used to request establishment of a distance education program and submit it along with this request.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____

Request for Permission to Establish

The

Master of Arts

And Doctor of Philosophy

In American Studies

University of North Carolina at Chapel Hill

REQUEST FOR AUTHORIZATION TO ESTABLISH THE
MASTER OF ARTS AND DOCTOR OF PHILOSOPHY IN
AMERICAN STUDIES

EXECUTIVE SUMMARY

American Studies is a nationally and internationally recognized field, comprising the interdisciplinary study of American culture. The object of study is American culture in all its diversity, and the methodologies include historical, literary, and visual analysis as well as ethnography, sociology, economics, and political science as appropriate. The American Studies Department at UNC-CH has a distinguished faculty, including tenured and tenure-track appointments of four full professors, four associate professors, and four assistant professors as well as three jointly appointed full professors and more than three dozen affiliated faculty members with primary appointments in other departments. The American Studies Department is already a locus for interdisciplinary collaboration within the university, and its graduate program will produce twenty-first century scholars with deep training in interdisciplinary research and teaching.

Since 1968, UNC-CH has offered a B.A. in American Studies. Students who graduate from this program continue to careers in a variety of fields such as business, law, teaching, public service, medicine, dentistry, journalism, theology, and music; additionally, other students have continued the study of American Studies at the graduate level at other leading universities and have become professors or professionals in related fields.

With this history and these resources, the American Studies Department already has the standing to offer a unique and highly competitive graduate program. Students will take courses in American Studies and other disciplines and will develop “fields” that reflect special strengths at UNC-CH: Southern Studies, American Indian Studies, Folklore and material culture, as well as American history, literature, visual culture, ethnography, and social sciences. Graduate students will be able to focus their educational programs according to their individual interests and will be strong candidates for positions in college teaching as well as jobs in educational innovation, archives, museums, foundations, and other related fields.

The American Studies Department is already the home for UNC’s long-standing and successful MA degree in Folklore. The Folklore MA will continue to be offered. Some students who receive the Folklore MA may apply for admission to the doctoral program in American Studies, and will be evaluated for admission beside other candidates. Receipt of a Folklore MA will not guarantee admission to the American Studies doctoral program.

The following proposal represents an innovative graduate program that will prepare students for high-level jobs at universities and other educational institutions and will attract highly-qualified applicants from around the nation.

I. DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

In the twenty-first century, academic programs in the humanities, arts, and social sciences need to look beyond narrow disciplinary boundaries to embrace the latest research across disciplines and to employ new methods of instruction, including web-based learning. Partnerships among congenial programs within the state, nation, and global academic community will deepen the research and teaching capabilities of educators in a variety of settings. The American Studies Department proposes a doctoral program that will build on a firm base of scholarly excellence and train a new generation of educational innovators.

The American Studies graduate program will attract students with an interest in interdisciplinary research and teaching in higher education and related institutions such as museums, archives, and educational nonprofits. These students will have a background in American Studies or else one of its cognate fields: history, literary studies, folklore, ethnography, communications studies, popular culture studies, regional or ethnic studies. We expect to attract a mix of students with special interests in areas of our strength such as American Indian Studies, Southern Studies, Folklore, Visual and Material Culture Studies, documentary studies, as well as literary and cultural history. The doctoral program will offer an innovative mix of coursework, teaching opportunities, and internships designed to promote interdisciplinary discoveries in the study of American cultures and train young scholars in ways to disseminate their research. Ongoing partnerships with American Studies programs in the U.K., Australia, Germany, and Japan will provide global opportunities for scholarly collaboration as well.

All students will be admitted to the doctoral program at UNC-Chapel Hill. Applicants do not need a master's degree prior to admission in the program, but some may be accepted with an MA in hand. Students admitted with an MA in a related field such as Folklore will take some additional core courses as they progress toward the American Studies Ph.D. For students admitted without prior graduate training, the MA degree in American Studies will typically be earned at the end of the fourth semester, but students planning to earn a terminal Master's Degree will not be admitted to the program. Students will complete specified course work, produce a capstone project, present a Teaching Portfolio, take comprehensive examinations, defend a dissertation prospectus, and write and defend a Ph.D. thesis. We anticipate that all requirements can be completed by the end of the student's fifth year.

B. List the educational objectives of the program.

- Provide rigorous training in interdisciplinary methods dedicated to the understanding of the complex cultures and history of the United States and its place in the world;
- Emphasize the ability to pose questions that reflect academic and professional interests and goals, and to develop analytic and pedagogical skills through individual and collaborative endeavors;
- Provide students with models of historical and critical analysis of literature and the fine arts, history, culture, and society, as well as ethnographic and theoretical tools;
- Instill proficiency in subject areas and in scholarly literature that has been central to American Studies as modes of inquiry, as public practice, and as cultural policy;
- Prepare students for their own research and scholarly writing at both the MA and PhD levels by fostering facility in the theoretical frameworks and arguments in the discipline as well as in current scholarly, critical, and ethnographic practice;
- Prepare students to teach at the college and university levels in American Studies and related fields, including Southern Studies, American Indian Studies, literature, history, art history, cultural studies, folklore and the social sciences;
- Prepare students for professional opportunities in museums, public sector, or related fields requiring interdisciplinary perspectives and methodologies;
- Familiarize students with scholarly publishing, public programming, exhibitions, and other ways to disseminate the results of their research.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

The American Studies Department at UNC-CH already offers graduate courses and a graduate minor in American Studies, and these courses have been taken by graduate students in English, History, Religious Studies, Journalism and Mass Communication, Communications Studies, Art History, Folklore, and other fields. The graduate minor also encourages students to take courses in these and other departments. The new doctoral program would continue this tradition, and we would expect to enroll in our courses students from a variety of humanities, fine arts, and social sciences disciplines. Similarly, our graduate students will take courses in relevant departments such as those listed above.

Adjunct and Affiliated Faculty members (see Appendix I) teach courses in their home departments that may be taken by American Studies graduate students, and they will also be able to serve when appropriate on American Studies examination and dissertation committees. The proposed doctoral program has been discussed with colleagues in these other departments. They support the program and will continue to make course slots and faculty advising/committee service time available to our students (see Letters of Support in Appendix II).

American Studies currently operates in a merged operational agreement with the Department of English and Comparative Literature providing staff and office space in Greenlaw Hall. It has priority access to one classroom in Murphey Hall and shares facilities with other programs across the College through the scheduling services of the Registrar's Office. As American Studies grows, it will need further access to facilities for office space and classrooms.

Other resources that will support the new doctoral program include the outstanding resources of the UNC libraries, whose special collections are particularly relevant—the Southern Historical Collection, the Southern Folklife Collection, the Rare Book Collection, and the North Carolina Collection; the Center for the Study of the American South, which sponsors relevant programming and provides some meeting and classroom space; and the Ackland Art Museum, which has partnered with American Studies for instructional and research projects as well.

D. Describe any explorations of collaborative offering of this program and the results of those explorations.

The American Studies graduate program will have collaborative relationships with related programs within the state and across the nation and the world. Collaborations with Western Carolina University have already made it possible to offer undergraduate courses in Cherokee language; conversations are under way with colleagues at the University of North Carolina at Greensboro and Appalachian State University about closer working ties. The UNC-CH American Studies doctoral program might be a next step for students earning their MA degrees in related departments in other UNC system programs. Collaborations with museums and other institutions throughout the state are also strong possibilities. The North Carolina Museum of Art and the Museum of Early Southern Decorative Arts are two institutions who might join UNC-CH in collaborative research, internships for students, faculty consulting, and other projects.

Collaboration with worldwide academic partners is also under way. For several years, an agreement with King's College, London, has brought faculty members together for conferences and seminars, and faculty at each institution can serve on graduate committees for students at the other. A long-standing collaborative teaching project with the University of Sydney has used videoconferencing to bring UNC-CH students and faculty into virtual partnership with students and faculty in Australia. We have hosted graduate students from the Graduate School of American Studies at Doshisha University in Kyoto, Japan as part of a partnership with that institution.

These collaborative ventures enrich the training and experience of graduate students at UNC-CH; there is no plan at present, however, to develop joint degree programs with any of these partners.

II. JUSTIFICATION FOR THE PROGRAM-NARRATIVE STATEMENT

A. Describe the proposed program as it relates to:

- 1. the institutional mission and strategic plan and response to UNC Tomorrow**
- 2. student demand**
- 3. societal need (For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)**
- 4. impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors' productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)**

1. The institutional mission and strategic plan and response to UNC Tomorrow

American Studies and the Academic Plan

Design of the American Studies Ph.D. program has taken place under the guidance of the 2003 Academic Plan, designed to provide a five-year roadmap to shape decision-making for the University of North Carolina at Chapel Hill. The Plan can be found at the following website: <http://provost.unc.edu/academicplan/academicplan>

The Plan's Introduction articulates the university's intention to strive for "the highest levels of excellence in teaching, research, and public service," and specified six priorities: 1) to provide the strongest possible academic experience for undergraduate, graduate, and professional students, 2) to integrate interdisciplinary research, education, and public service, 3) to improve faculty recruitment, retention, and development, 4) to increase diversity among faculty, students, and staff, 5) to enhance public engagement, 6) to extend Carolina's global presence, research, and teaching. The American Studies Department has followed all of these directives, and believes that the establishment of a Ph.D. program will bring each to a higher level.

- 1) The strongest possible academic experience demands full utilization of faculty talents. The distinguished faculty already in place in our unit will contribute more toward the university if they are able to train graduate students. Engaging those graduate students in the teaching of undergraduates will enhance undergraduate education as well. Our faculty is distinguished in teaching as well as scholarship. Of our fourteen fully and jointly appointed faculty, three have held Bowman and Gordon Gray Professorships for distinguished teaching (one has held it twice); four have won Tanner Awards for Excellence in Teaching; one has been named the UNC-CH selection for the Board of Governors' Award for Excellence in Teaching; one has won the William C. Friday/Class of 1986 Award for Excellence in Teaching, one the Johnston Award for Excellence in Teaching; and numerous other teaching recognitions have accrued. This faculty will teach graduate students to be excellent teachers as well as outstanding scholars.

- 2) The call for interdisciplinary research and education clearly invites the kind of work that is envisaged in the American Studies Ph.D. program. As previously mentioned, American Studies has been a leading exemplar of interdisciplinary work, both nationally and at UNC-CH.
- 3) Faculty recruitment, retention, and development are enhanced by the creation of new programs as well as new knowledge. In 2007-2008, American Studies succeeded in recruiting a major scholar to a chaired professorship partly on the prospect of helping to pioneer the proposed Ph.D. program. Our younger scholars have been deeply engaged in planning as well, helping to ensure their commitment to UNC-CH.
- 4) Diversity is a cornerstone of American Studies and of our proposed PhD program. American Studies has been the home for American Indian Studies at UNC-CH, and this field will continue to be a strong focus for our graduate program as well. Cooperative relationships with the Department of Afro-American Studies, Asian Studies, and the program in Latina/o Studies ensure that students who wish to pursue research in all areas of ethnic and diaspora studies as part of their American Studies degree will be able to do so. Faculty members specializing in these fields are affiliated with American Studies and play a strong role in the department's intellectual life.
- 5) Nationally, American Studies Ph.D.s work in a variety of public sector jobs as well as in academic teaching. The students who earn an M.A. in Folklore work in state folklore offices, public history sites, and other nonprofit fields, and students who seek an American Studies Ph.D. with a Folklore concentration will do the same. The American Studies undergraduate program has a serious commitment to public engagement, offering courses in community documentary and in service learning. Graduate students receiving training in American Studies will have an opportunity to gain teaching experience in these fields.
- 6) American Studies already has a set of partnerships with universities around the world: King's College, London; Free University of Berlin; Doshisha University in Kyoto, Japan; National University of Singapore; and (under development) Sydney University in Australia. In addition to a vigorous undergraduate exchange program, graduate students from these universities may come to Chapel Hill to pursue their research, and faculty at partner institutions may serve on dissertation committees for UNC students. American Studies faculty members have participated in international partnership conferences in Singapore and London; there are also opportunities for UNC graduate students to give papers and publish their research through these international connections.

Work has only just begun on the next Academic Plan for the UNC-Chapel Hill campus, but Provost Bruce Carney's report to the Board of Trustees emphasized the same six guiding principles:

<http://www.unc.edu/depts/trustees/PP%2010%20FB%20Bruce%20Carney%20Academic%20Plan.pdf>

American Studies and UNC Tomorrow

The UNC Tomorrow report of December 2007 suggests ways in which UNC's constituent institutions can respond more proactively to the twenty-first century challenges facing the state. The development of an American Studies Ph.D. program meets several of the recommendations of this report.

4.1 Global Readiness

As stated above, the American Studies Ph.D. program is developed with a global perspective in mind. We believe that our understanding of American culture is incomplete unless it takes account of the ways in which scholars and citizens in other countries view America. Our global partnerships benefit faculty and undergraduates, and will likewise ensure that the research and teaching of our graduate students is globally relevant.

4.2 Access to Higher Education

American Studies at UNC-CH is committed to viewing American culture as comprising a rich mixture of ethnic and racial identities. A number of our undergraduate courses are approved as meeting the U.S. Diversity requirement for our broad undergraduate curriculum. Our faculty includes specialists in American Indian and African American subjects, and our affiliated faculty includes specialists in Latina/o Studies, Asian-American Studies, and other related fields. Among the courses we offer is a course on "Access to Higher Education" and another on "The University in American Life." American Studies will work to recruit students from underserved populations and envisions a diverse mix of individuals and research areas as part of our program.

4.4 Our Communities and their Economic Transformation

As the home for interdisciplinary Southern Studies, the American Studies Department is engaged in research and teaching that focuses on the region and the state. Our Folklore faculty and M.A. students already contribute to the arts and cultural enrichment around the state through music programs in the public schools, consulting with museums and other cultural institutions, and the hosting of public concerts and radio programs. Our faculty has been deeply engaged in service learning initiatives that take undergraduate students into internships in a variety of locales around the state. Graduate students in the American Studies Ph.D. program will also participate in the instructional and public service aspects of the department's work.

4.7 Outreach and Engagement

The American Studies department envisions expansion of its research and teaching mission related to the state of North Carolina. Possible projects include seminars on state and local culture and community documentaries. Such projects would involve faculty, students, and graduate students, whose participation would make the undergraduate component of the project possible. American Studies already hosts courses that feature race relations in North Carolina, community documentaries, and the study of seacoast culture and environment. Professor Robert Allen, a faculty member in American Studies, was awarded the first Felix Harvey Grant to Advance Institutional Priorities in 2008 in recognition of his engaged scholarship on Movie-

Going in North Carolina. The implementation of a graduate program will expand our ability to pursue such projects and to add others.

2. Student demand

There is a demonstrable desire for graduate degrees in American Studies. The national professional organization, the American Studies Association, reports that numbers of students receiving a B.A. in American Studies are growing, and that the largest contingent of such graduates attends graduate school. In its 2008 report on American Studies programs, the American Studies Association noted that American Studies undergraduates move on to a variety of careers including business, law, and government, but that a large number seek graduate training, and fully half of these go on to graduate school in American Studies.¹

We expect that our proposed American Studies Ph.D. program will attract many applicants. Even though we do not currently offer advanced degrees in American Studies, we yearly receive tens of inquiries from potential students around the country asking for information about applying to our program. Some of our best undergraduate students apply to graduate school in American Studies, and students who have completed the Folklore M.A. degree have expressed a desire to continue to the Ph.D. in an American Studies department. For fall 2009 entry, graduate admissions applications were up by as much as 30 percent in cognate fields at UNC-CH, such as English and History. Despite uncertain job markets, demand for Ph.D. programs in the humanities appears to be remaining strong.

3. Societal needs

There is also a societal need for American Studies Ph.D.s. According to a recent study by the American Studies Association, American Studies programs are growing around the nation, and new faculty hiring is projected by 66% of programs, reporting one to three vacancies expected in the next five years. Taking into account both academic and other kinds of careers chosen by American Studies Ph.D.s, such as public heritage, archives and records management, cultural resource management, and public folklore, the same report estimates over 1000 positions designating American Studies training as a prerequisite to be expected over the next five years.² In March, 2010, the American Studies Association survey of doctoral recipients in American Studies reported that, despite the difficult economic environment, 38% of people earning Ph.D.s in American Studies between July 1, 2008 and June 30, 2009 found immediate employment with tenure-track jobs. Another 20% found full-time renewable and non-renewable teaching positions, and 26% earned postdoctoral fellowships. Some Ph.D. recipients also accepted work in other fields including secondary schools, non-profit organizations, and museums/public history, and only 3 respondents were still actively seeking employment.³

¹ Simon J. Bronner, "The ASA Survey of Departments and Programs, 2007: Findings and Projections," ASA Newsletter 31:1 (March 2008), pp. 16-17. Online access: http://www.theasa.net/images/uploads/Final_Copy_Simon_Bronner_Article_PDF.pdf

² Ibid.

³ Kristin Linder, "Report of the 2008-2009 ASA Survey of Doctoral Recipients in American Studies," ASA Newsletter 37:5 (March 2010), p. 5.

In the region, Southern Studies programs are natural destinations for American Studies Ph.Ds with a Southern Studies emphasis, and in the state of North Carolina, graduates would be especially well-placed to apply for teaching positions at other UNC campuses with related undergraduate programs such as UNC-Pembroke, and private colleges such as Wake Forest University, which has an American Ethnic Studies major. Other employers in the state of North Carolina would include history museums and historic sites, nonprofit educational foundations, and collaborating museums such as the North Carolina Museum of Art, Reynolda House Museum of American Art, or the Museum of Early Southern Decorative Arts.

American Studies graduates may also play a leading role in the development of public education. At the high school level, collaboration between U.S. History and American Literature courses is common. Members of the American Studies faculty at UNC-Chapel Hill have been involved in projects for public education at the National Humanities Center in Research Triangle Park and at the School for Science and Math in Durham. Interdisciplinary educators are in demand in North Carolina and throughout the nation in the field of educational innovation.

Reports such as the Report of the Interdisciplinary Task Force of the American Association of Universities (2005) found a growth in number and complexity of interdisciplinary programs within the academy, and commented that this growth “reflects the need for new combinations of disciplinary knowledge and research methods to solve new and complex problems, and the educational value for students of analyzing important issues from multiple perspectives.”⁴ Graduates of the American Studies Ph.D. program will bring these skills to academic and other employment, putting them at the forefront of educational innovation. Although the economic downturn of 2008-2009 is causing many institutions to examine their priorities, the proposed Ph.D. program, and the graduates it will produce in the middle of the second decade of the twenty-first century, will be well-positioned to claim employment opportunities in both traditional and new academic programs, centers, and institutes as the economy improves again.

4. Impact on other graduate and/or undergraduate programs at UNC-CH

The proposed program will strengthen other graduate and undergraduate programs at UNC-Chapel Hill. Since faculty resources to offer the degrees are already in place, it will not stretch resources but rather use them more effectively. The new courses that will be added will serve other cognate departments such as English, History, Religious Studies, Communications Studies, Art History, and others, allowing their graduate students to fulfill their requirements in a timely fashion. It will strengthen them intellectually as well, offering courses that will give their graduates additional interdisciplinary training that could bring advantages on the job market. American Studies graduate students who take courses in these related departments will also help to ensure that interdisciplinary graduate enrollments remain steady in departmental courses; and American Studies graduate students will add helpful perspectives in discipline-based courses.

The proposed program will strengthen the already-expanding undergraduate program in American Studies, which currently has the highest level of undergraduate majors/minors in years; with the advent of the graduate program in American Studies, qualified teaching assistants

⁴ Association of American Universities, Report of the Interdisciplinary Task Force (October, 2005), p. 3.

will be available to make larger-enrollment courses feasible and educationally beneficial. A major impact of the new graduate program will be continued growth in undergraduate enrollments in American Studies courses. Although the number of students admitted each year will be modest as funding sources are developed (5 new students per year), the program is designed to ensure efficient progress toward degree, and we expect it to be a high-productivity program.

B. Discuss potential program duplication and program competitiveness.

- 1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.**
- 2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education) with another UNC institution. If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.**

1. There is no other doctoral program in American Studies offered in North Carolina.

2. There is no other degree program like this one in the University. In the Southeast, American Studies Ph.D. programs exist at the College of William and Mary, Florida State University (through the Program in the Humanities), and Emory University (through the Graduate Institute of Liberal Arts). Other Ph.D. programs regionally include Ph.D. programs at George Washington University, the University of Maryland, the University of Texas at Austin. The best graduate programs in American Studies include those at Yale, Brown, the University of Michigan, the University of Iowa, the University of Texas, the College of William and Mary. In our mix of junior and senior faculty, distinguished scholars in cognate departments, balance of national, local, and global concerns, and teaching innovativeness, the UNC-CH program will compare well with the leading programs in the nation.

C. Enrollment (baccalaureate programs should include only upper division majors, juniors and seniors).

Headcount enrollment

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

Since no similar programs are offered at other UNC institutions, there is no comparison possible.

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

	Year 1 (2011__- _2012__)	Year 2 (2012_- _2013_)	Year 3 (2013_- _2014)	Year 4 (2014- _2015_)
Full-time	5	10	15	20
Part-time	0	0	0	0
TOTALS	5	10	15	20

Explanation for chart: The department plans to enroll five full-time students per year. Admissions practices and unusual circumstances may produce slight variations, but it is anticipated that the program will grow steadily as described in the chart.

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time 20 Part-time 0 Total 20

SCH production (upper division program majors, juniors and seniors *only*, for baccalaureate programs).

Use the format in the chart below to project the SCH production for four years. Explain how SCH projections were derived from enrollment projections (see UNC website for a list of the disciplines comprising each of the four categories).

Year 1	Student Credit Hours		
	UG	Masters	Doctoral
Category I			
Category II			90
Category III			
Category IV			

5 students each take 18 hours

Year 2	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			180
Category III			
Category IV			

5 continuing and 5 newly-admitted students each take 18 hours

Year 3	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			270
Category III			
Category IV			

10 continuing and 5 newly-admitted students each take 18 hours (may be reduced somewhat if some students arrive with an MA: these students would take 6 hours their third year)

Year 4	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			300
Category III			
Category IV			

10 continuing and 5 newly-admitted students each take 18 hours; 5 continuing students take 6 hours (may be reduced somewhat if some students arrive with an MA: these students would take 6 hours their third year)

III. PROGRAM REQUIREMENTS AND CURRICULUM

A. Program Planning.

- 1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.**

2. **List other institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.**
- B. Admission. List the following:**
1. **Admissions requirements for proposed program (indicate minimum requirements and general requirements).**
 2. **Documents to be submitted for admission (listing or sample).**
- C. Degree requirements. List the following:**
1. **Total hours required. Major. Minor.**
 2. **Proportion of courses open only to graduate students to be required in program (graduate programs only).**
 3. **Grades required.**
 4. **Amount of transfer credit accepted.**
 5. **Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).**
 6. **Language and/or research requirements.**
 7. **Any time limits for completion.**
- D. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.**

Program Requirements and Curriculum

Program Planning

A committee composed of American Studies faculty studied best practices in American Studies graduate programs across the country for approximately one year in the course of developing this proposal. Among the departments whose curricula were studied were the leading programs in the field: Yale University, Brown University, the University of Michigan, the University of Minnesota, the University of Iowa, George Washington University, the College of William and Mary, University of Texas at Austin, Emory University, and the University of New Mexico. Conversations with faculty at Pennsylvania State University at Harrisburg during the time they were designing and launching a new Ph.D. program in American Studies, were also helpful. Workshops for Directors of American Studies graduate program are regularly held at the American Studies Association annual conference, and these workshops also provided important information.

A faculty committee chaired by Professor Robert Cantwell drafted an initial plan for a doctoral program, which was approved by the American Studies faculty in September, 2008. This report formed the basis for the Request for Authorization to Plan, approved by the College, the Graduate School, the Chapel Hill campus, the General Administration, and the Board of Governors in January, 2010. Meanwhile, a second committee, chaired by Professor Bernard Herman, revised and extended the plan. Its report, approved by the American Studies faculty in September, 2009, forms the basis for this proposal.

Recruitment and Admissions

Students at the graduate level will be admitted from a wide range of undergraduate programs, and some will be admitted with an MA from American Studies or another relevant department. Candidates for admission should be firmly grounded in the humanities, social sciences, or the arts. The best qualified students should articulate an interest in American history, literary, expressive and/or material culture, and/or critical theory, should show some familiarity with library, Web-based, and/or ethnographic research methods, and should offer a specific rationale for their interest in the UNC-CH graduate program. In addition to the Graduate School application form, candidates for admission will present a twenty to twenty-five page writing sample, a statement of purpose, three letters of recommendation, official undergraduate transcripts, GRE aptitude scores, and a *curriculum vitae*. Transfer credits may be awarded at the Department's discretion on the basis of course equivalencies.

During the year prior to the admission of the first class of Ph.D. students, it will be critical to advertise the program in professional journals, through direct contact with other universities, and via the departmental website. A brochure describing the new program will be distributed to departments of American Studies, American Indian Studies, ethnic studies, and Southern Studies around the country. An effort to recruit underrepresented minority students into the program will be made.

Degree Requirements

All students will be admitted to the doctoral program at UNC-Chapel Hill. Applicants do not need a master's degree prior to admission in the program. The MA degree in American Studies is typically earned at the end of the fourth semester, but students planning to earn a terminal Master's Degree will not be admitted to the program. Students admitted with an MA in a related field such as Folklore will take some additional core courses as they progress toward the American Studies Ph.D.

For the Master of Arts Degree in American Studies:

30 credit hours, of which at least 21 must be in American Studies, including:

- AMST 700, *The History and Practices of American Studies*
- AMST 701, *Interdisciplinary Research Methodologies*
- AMST 702, *Readings in American Studies*
- AMST 901, *MA Research Seminar*
- AMST 992, *Thesis Substitute*
- Two more courses drawn from American Studies and Folklore graduate offerings

- Additional Courses (9 credit hours) in American Studies or other related departments
- A Capstone Project (Thesis Substitute) with oral defense

At least two semesters in residence

Capstone Project

The Department of American Studies requires a Capstone Project, which replaces the traditional Master's thesis and will be submitted, after revision, in the second month of the student's fourth semester. This paper, which may stem from previous work in the student's career, usually will be 35-50 pages in length and should take the form of a potentially publishable essay or equivalent project. This requirement is in accord with the best practices in humanities departments at UNC-CH and peer institutions, and recognizes the fact that successful students often publish work during their graduate careers. The Capstone Project will be read by a three-person committee consisting of the student's primary advisor and two other members of the graduate faculty, at least one of whom must come from the American Studies faculty.

After the defense and discussion among the committee members, the student's advisor will convey in writing to the Director of Graduate Study an evaluation of the Capstone Project and the student's progress to date.

Colloquium

All students enrolled in the American Studies graduate program will participate throughout their graduate careers in a monthly colloquium in which faculty and Ph.D. candidates will offer presentations of their work-in-progress. The Colloquium exposes graduate students to the research interests of faculty in American Studies and allied fields, and may also include visiting graduate students and faculty from international partner institutions. The Colloquium is the collegial wellspring of the program, the intellectual and social center of the American Studies community, the conversation occurring there will naturally both inform and be informed by classroom work, particularly in AMST 700, 701, and 702, will help to shape, against the backdrop of individual specializations, a common discourse, and in large part provide a site for the formation of the American Studies social and intellectual community.

Assessment

The American Studies graduate faculty will meet in the spring semester to evaluate the progress toward degree of first-year students, and to review second-year students who have completed their Capstone Projects, consider the assessment of each student's committee, and evaluate the student's process toward the Ph.D. For students who elect not to continue in the program or whom the faculty does not believe to be progressing satisfactorily, the submission and defense of the Capstone Project will conclude their course of study at UNC and departmental financial support.

Factors for satisfactory progress include:

- Academic performance reflected primarily in seminars and independent studies;
- Contributions to the intellectual life of the program and department;
- Successful and timely completion of the capstone requirement;
- Recommendation of the student's advisor and Director of Graduate Studies.

The M.A. degree will be awarded after completion of all courses required for the M.A. and the Capstone Project.

The Ph.D. in American Studies

With its continuing emphasis upon interdisciplinarity and collegiality, the Ph.D. program in American Studies provides candidates with a number of occasions, including the ongoing monthly Colloquium, for sharing discourses and ideas, developing research areas and dissertation topics, and designing, collaboratively, comprehensive examination reading lists reflecting both local consensus and individual concentration. The Ph.D. curriculum balances particular American Studies graduate course offerings within American Studies itself with cognate courses across the Arts and Sciences graduate curricula; within these the Ph.D. candidate will develop three specific fields. For all students, “American Studies” will constitute the major field, and the other two field concentrations will reflect specializations defined by the student and his/her committee. Examples of fields include American Indian Studies, Southern Studies, Folklore, Visual and Material Culture, American Literature, U.S. History, American Religious Studies, Ethnic Studies, or other relevant areas that reflect the strengths of the faculty in American Studies and in cognate departments. A teaching portfolio of syllabus, bibliography, lesson plan, sample lectures, and related material, will demonstrate pedagogical and scholarly proficiency in one of the field concentrations. In some cases, the Director of Graduate Studies may approve the substitution of a professional portfolio directed toward museum, archival, or public history applications of the field. The major field and second field concentration will be assessed by means of comprehensive exams. An Advisory Committee will assist the candidate in course selection, help to define areas of specialization, administer the comprehensive examination, approve the student’s dissertation prospectus, assess progress towards completion, and finally read the student’s dissertation and approve the oral defense of dissertation.

The Department of American Studies offers a separate M.A. degree in Folklore. Students in the Folklore MA may apply for admission to the PhD in American Studies. Admission to the MA in Folklore does not constitute admission to the PhD in American Studies.

The PhD program seeks to incorporate flexibility in course options and to allow students to fulfill basic requirements in a variety of ways suited to their progress in consultation with their advisors. It is our intention that greater flexibility in the degree requirements related to core courses will allow faculty to offer more thematic or topical research seminars designed to attract students from a variety of fields.

For the Ph.D. Degree in American Studies:

An additional 24 credit hours, including:

- AMST 890, *Topics in American Studies*
- AMST 902, *Ph.D. Research Seminar*
- AMST 994, *Dissertation Registration (6 hours)*

- Additional courses (12 credit hours) in American Studies or other related departments
- Demonstration of proficiency in one language other than English
- Successful completion of written comprehensive examinations in three fields (one takes the form of the teaching portfolio)
- Successful completion of a comprehensive oral examination
- Dissertation Prospectus and oral defense
- Ph.D. Dissertation
- Successful completion of an oral defense of dissertation

At all stages of progress to degree students are encouraged to seek funding for summer advanced language training and pre-dissertation field research as needed.

Assessment

Student progress toward the PhD will be assessed annually by the American Studies faculty.

Factors for satisfactory progress include:

- Academic performance reflected primarily in completion of coursework and performance in seminars and independent studies;
- Contributions to the intellectual life of the program and department;
- Language proficiency;
- Comprehensive exams, including teaching portfolio;
- Dissertation proposal;
- Recommendation of the student's advisor and Director of Graduate Studies.

Language Proficiency:

Ph.D. candidates will have demonstrated reading proficiency in *one* language other than English before the beginning of their fifth year of study (third year if admitted with an MA).

Language competence may be demonstrated in one of three ways:

- An undergraduate degree in language study
- Successful completion of a university-administered language examination or other examination approved by the Director of Graduate Studies
- Successful completion (at least a B grade) of an undergraduate literature course in any language other than English. Such a course will not count toward required graduate credits.

Teaching Portfolio

Students will prepare a teaching portfolio, to be submitted as part of the comprehensive exams. The teaching portfolio will demonstrate competence in course and curricular development, class preparation and classroom performance, as well as proficiency in scholarly and pedagogical uses of digital technologies, and will constitute the written exam in one of the student's field

concentrations. The teaching portfolio is an exercise in course planning, not necessarily a course actually taught. It will include the following:

- Complete syllabus including a fourteen week class schedule, requirements, readings, and student assessment,
- Bibliography divided into the core bibliography for students in the projected course and the comprehensive bibliography used by the instructor for course development,
- Sample lectures including notes, supporting materials such as digital image presentations and/or audio content,
- Related supporting material as deemed appropriate.

Occasionally, students may choose to prepare a professional portfolio in their field concentration directed toward museum, archival, or public history applications of the field. Requirements for such a portfolio will be determined by the Director of Graduate Studies in conjunction with the student and his/her committee.

Teaching and Professional Development

All students will be expected to teach as part of their service requirement for financial aid. Teaching experience is fundamental to preparation for the professoriate. In their first year of graduate study, students may participate, under supervision, in collaborative faculty-student undergraduate teaching assignments. (Students entering with a Master's Degree may begin teaching in their first year). Students may also apply for teaching assistantships in undergraduate courses. After supervised classroom teaching (TA), depending upon the availability of assistantships, students may develop and teach undergraduate courses in their special topics. The Teaching Portfolio may provide the basis for an independently taught course.

Comprehensive Exams

Comprehensive exams will be held normally in the spring of the third year for students admitted with a B.A. and in the spring of the second year for students admitted with an M.A. Reading lists will emerge from students' work in AMST 902. Students and faculty will work collaboratively, with the aim of integrating the best work with the most current scholarship in particular fields. The Ph.D. Comprehensive Examination will address reading lists in two fields (the successful completion of a Teaching Portfolio constitutes the third exam) and will be administered in the form of two three-hour written sessions, one in the American Studies major field and one in the field concentration. The major and field concentration exams will be offered on separate days no more than ten working days apart. The exam schedule will be set by the Director of Graduate Studies and announced the previous semester. Individual students and their faculty committees will collaborate to set the parameters of the exams with core materials covered in the major exam in "American Studies" and individual reading lists developed for the field concentration. Shortly after passing the written exam, students will undergo a 90-minute oral exam covering the American Studies major and the field concentrations. Students are expected to receive passing evaluations in all three examination areas as well as the oral exam. Any student who fails one or more sections of the exam may repeat the failed section(s) only once.

Doctoral Dissertation

The dissertation prospectus will normally be due within three months of the successful completion of the Comprehensive Exams and the acceptance of the Teaching Portfolio. Meetings with the student's doctoral advisory committee will refine the proposal. The prospectus must be approved by the committee following a prospectus defense. Students should normally plan to complete the doctoral dissertation during the spring of the third year of doctoral studies (the fifth year of matriculation for students beginning the program without an MA; the third year for students admitted with an MA).

Students register for AMST 994 once they have passed their comprehensive exams. AMST 994 registration allows students to conduct dissertation research on or away from campus. A minimum of 6 hours are required and can not be taken simultaneously during one semester.

- Dissertation writing groups. The department strongly urges students to participate in dissertation writing groups with other students in their same field or with similar interests or approaches.
- Dissertation defense. Upon completion of the Dissertation, all degree candidates must successfully defend their dissertations before a committee of at least five faculty consisting of their advisory committee supplemented by two other qualified members.

Courses in American Studies

American Studies courses are currently under development, with new courses to be proposed in January, 2011, when the moratorium on new course proposal at UNC-CH will be lifted. However, the essential courses needed for the graduate program are already in place, and specialized seminars may be offered under the "topics" rubric of AMST 890 until more specific courses can be added. Students can also choose courses from the graduate course offerings of other departments, including English, History, Art, Communications Studies, Religious Studies, Political Science, Sociology, and other related courses, as well as the courses offered as Folklore courses. Courses numbered 400-699 may be taken by advanced undergraduates and graduate students. Courses numbered 700 and above (marked with *) are for graduate students only.

AMST 440 AMERICAN INDIAN POETRY (3)

AMST 466 YOU ARE WHERE YOU LIVE: THE AMERICAN HOUSE IN CRITICAL PERSPECTIVE (3).

AMST 482 IMAGES OF THE AMERICAN LANDSCAPE (3).

AMST 483 SEEING AMERICA: AMERICAN ART AND AMERICAN CULTURE (3).

AMST 484 VISUAL CULTURE IN AMERICA (3)

AMST 485 FOLK AND OUTSIDER ARTS (3)AMST 486 SHALOM Y'ALL: THE JEWISH EXPERIENCE IN THE AMERICAN SOUTH (3).

AMST 487 EARLY AMERICAN ARCHITECTURE (3)AMST 488 NO PLACE LIKE HOME: MATERIAL CULTURE OF THE AMERICAN SOUTH (3)

AMST 490 WRITING MATERIAL CULTURE (3)AMST 499, ADVANCED SEMINAR IN AMERICAN STUDIES (3)

AMST 685, LITERATURE OF THE AMERICAS (3)

*AMST 700, THE HISTORY AND PRACTICES OF AMERICAN STUDIES (3)

*AMST 701, INTERDISCIPLINARY RESEARCH METHODOLOGIES (3)

*AMST 702, READINGS IN AMERICAN STUDIES (3)

*AMST 800 INTERPRETATIONS OF AMERICAN CULTURE (3)

*AMST 878, READINGS IN NATIVE AMERICAN HISTORY (3)

*AMST 880 AMERICAN FILM AND MEDIA HISTORY (3)

*AMST 890, TOPICS IN AMERICAN STUDIES FOR GRADUATE STUDENTS (3). (May be repeated with different topics)

*AMST 895 DIRECTED READINGS (3)

*AMST 899, INDEPENDENT STUDY FOR GRADUATE STUDENTS (3).

*AMST 901, M.A. RESEARCH SEMINAR (3).

*AMST 902, PH.D. RESEARCH SEMINAR (3)

*AMST 992 THESIS SUBSTITUTE (3)

*AMST 993 MASTERS THESIS (3)

*AMST 994 DOCTORAL DISSERTATION (3) (May be repeated)

IV. FACULTY

- A. List the names of persons now on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses**

and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.

- B. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.**
- C. If the employment of new faculty requires additional funds, please explain the source of funding.**
- D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.**

Members of the faculty who will be directly involved in the proposed program include the 12 tenure-track and 3 jointly-appointed members of the American Studies Department in addition to the three core Folklore faculty and more than twenty adjunct faculty in other departments. The vitae of these faculty members are attached in Appendix 1.

No new faculty hires are needed to launch the proposed program. The twelve tenure-track faculty members in American Studies will be able to teach all necessary courses without weakening existing programs. There are several reasons for this circumstance:

- The American Studies department already teaches graduate courses regularly in order to serve students in departments such as English, History, Art, Religious Studies, Communications Studies, and others who desire training in interdisciplinary methods and who may have an interest in the topic of the seminar. There will be additional graduate teaching responsibilities, but not more than one or two extra courses per semester across the department.
- With the additional teaching resources represented by graduate students in the program, undergraduate teaching will include more large-enrollment courses, allowing faculty to teach greater numbers of students with the aid of graduate teaching assistants.
- Advanced graduate students will be able to develop and teach courses for undergraduates, keeping the undergraduate offerings vigorous.

V. LIBRARY

- A. Provide a statement as to the adequacy of present library holdings for the proposed program.**

The present library holdings are rich in the areas represented by the new program. Indeed, library resources will be a decided factor in drawing students to the program. The superb research collection at Davis Library, now augmented by many digital collections to which UNC-CH faculty and students have access, and especially the rich manuscripts collections at Wilson Library, including the Southern Historical Collection, the North Carolina Collection, and the Southern Folklife Collection, will support graduate instruction and provide the basis for many of our students' Capstone Projects and Ph.D. dissertations.

- B. State how the library will be improved to meet new program requirements for the next five years. The explanation should discuss the need for books,**

periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

Collection continues in the areas in which our students will wish to work, and we expect that the library's holdings will only become richer in the next decade. Professor Bill Ferris has already donated to the library his own archive of tapes, manuscripts, and photographs dealing with Southern Studies and Southern folklife. Our faculty members are already active in helping the library identify and solicit the papers of important figures in Southern Studies, American Indian Studies, and American art, history, material culture, literature, and culture. Furthermore, our faculty members have been active in developing the digital resources of the library, including Documenting the American South, Folkstreams, Going to the Show, and other aspects of the digital collections of the UNC University Library. We expect the graduate students in this program to be active participants in developing such collections further.

C. Discuss the use of other institutional libraries.

Through interlibrary loan, our graduate students will have access to research collections around the nation, but especially at other institutions in the state. Furthermore, UNC-CH's close working relationship with Duke, whose libraries are easily accessible thanks to the Robertson bus that travels between the campuses every thirty minutes, means that our students will be able to use the research collections there.

VI. FACILITIES AND EQUIPMENT

A. Describe facilities available for the proposed program.

The American Studies Department currently occupies offices in Greenlaw Hall, along with the Department of English and Comparative Literature, and shares staff with that department. Greenlaw Hall provides a conference room for small meetings. Classrooms are assigned centrally at UNC-Chapel Hill, and American Studies has access to appropriate classrooms.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

These facilities will be adequate for the commencement of the program, but during the next decade, additional office space will be needed for graduate student teaching assistants, and additional staff may also be required.

C. Discuss any information technology services needed and/or available.

As a humanities/social science discipline, American Studies uses campus information technology services such as network and wireless connections, but has no specialized information technology needs.

D. Discuss sources of financial support for any new facilities and equipment.

We expect office space and classroom meeting space to be reallocated from existing facilities as needed. No new equipment will be needed.

VII. ADMINISTRATION

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The American Studies doctoral program will be administered by the Department Chair and the Director of Graduate Studies in American Studies. American Studies is a department within the College of Arts and Sciences.

VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential "substantive change" during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

The University's SACS accreditation will cover the proposed doctoral program. No additional outside accreditation body will oversee our program.

IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

The American Studies Department is enriched by collaboration with departments in the College of Arts and Sciences including English, History, Art, Religious Studies, Communications Studies, Sociology, Political Science, and other related fields. No expansion or improvement is necessary for the proposed program, though the continued health of these very strong departments will strengthen American Studies as well.

X. ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

The proposed degree program will be unique in the nation because of its mixture of southern studies, folklore, American Indian Studies, material culture studies, and global perspectives on American Studies. Its outstanding faculty, already in place, includes a preponderance of individuals trained in American Studies at outstanding universities. This modest graduate program, building on the reputation of its faculty and the support of the College of Arts and

Sciences and the Graduate School at UNC-Chapel Hill, will add another area of excellence to the University system at a minimal cost.

XI. BUDGET

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. *Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds.* Prepare a budget schedule for each of the first four years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. *Include the continuation of previous year(s) costs in second and third year estimates.*

Additional state-appropriated funds for new programs may be limited and in recent years have been almost non-existent. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the "New Allocations" column of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time if available at all.

[Form continues on next page.]

Budget Comments:

No new resources are requested to implement this program. Existing faculty and space resources are adequate. The department is actively pursuing external grants and fundraising to help support graduate students. The College of Arts & Sciences has given a commitment for increases in the instructional budget for the American Studies Department to enable graduate students to be supported while teaching more undergraduate students as well. We expect our students to receive merit scholarships and work study support as appropriate, and they will apply for competitive scholarships within and outside the institution. Modest costs for advertising and computers to support the graduate program will be reallocated from the present departmental budget.

TOTAL - Regular Term Instruction	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
151 Libraries					
(Identify accounts)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
	(_____)	(_____)	(_____)	(_____)	(_____)
	(_____)	(_____)	(_____)	(_____)	(_____)
	(_____)	(_____)	(_____)	(_____)	(_____)
	(_____)	(_____)	(_____)	(_____)	(_____)
TOTAL - Libraries	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL ADDITIONAL COSTS	\$ <u>3000</u>	\$ _____	\$ _____	\$ _____	\$ <u>3000</u>

Note: Accounts may be added or deleted as required.

XII. EVALUATION PLANS

All new degree program proposals must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program for the first four years of operation (number of graduates), (d) the names, addresses, e-mail addresses, and telephone numbers of at least three persons (six reviewers are needed for graduate programs) qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

PROGRAM EVALUATION FORMAT

A. Criteria to be used to evaluate the proposed program:

The doctoral program in American Studies will train graduates for positions as college teachers; additionally, graduates may seek employment in related institutions such as museums, archives, educational nonprofits, and historical sites. Graduates will be trained in the latest interdisciplinary scholarly techniques as well as scholarly writing, course design, and writing for public audiences as appropriate. The success of the program will be judged by evaluating the success of the instruction, the satisfaction of graduates, and their success in job placement. Criteria will include:

- Graduate satisfaction: the evaluation of the program by the graduates at the completion of the program and one year later.
- Career advancement: the ability of graduates to find satisfying careers.
- Contribution to the field: the recognition of graduates in the form of grants, prizes, and advancement through their professional lives.

B. Measures to be used to evaluate the program:

- Course evaluations will be conducted at the end of each course.
- A questionnaire will be given to graduates at the time of the completion of their program.
- A second questionnaire will be given to graduates one year after graduation.
- The American Studies faculty will review the results of these evaluations and make adjustments to the program as necessary.
- Records will be maintained to track graduates' careers after leaving UNC.

C. Projected productivity levels (number of graduates):

<u>Level</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>TOTALS</u>
B	_____	_____	_____	_____	_____
M	_____	3-5	3-5	3-5	9-15
I/P	_____	_____	_____	_____	_____
D	_____	_____	0-2	0-2	0-4

(Key: B-Bachelor's, M-Master's, I/P-Intermediate or Professional, D-Doctoral)

Note: productivity level depends on level of admitted students. Students admitted with a Master's Degree could receive Doctoral Degrees as early as year 3 of their program. Students admitted with a Bachelor's Degree would receive a Master's Degree in Year 2 of their program and a Doctoral Degree in Year 5. We expect to admit a mix of students with Bachelor's and Master's Degrees, hence the range indicated in the productivity chart.

D. Recommended consultant/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

Dr. Simon Bronner
 Distinguished University Professor of American Studies and Folklore
 Director, Doctoral Program in American Studies
 The Pennsylvania State University
 777 W. Harrisburg Pike
 Middletown, PA 17057-4898
 Telephone: 717-948-6039
 Email: sbronner@psu.edu

Dr. Bronner is a distinguished scholar and administrator. In 1999 he was the recipient of the Mary Turpie Prize of the national American Studies Association, honoring accomplishments in program development, teaching, and advising.

Dr. Daniel Horowitz
 Professor of American Studies
 Director, American Studies Program
 Smith College

Wright Hall 119
Northampton, Massachusetts 01063
Email: dhorowit@smith.edu
Telephone: 413-585-3588

Professor Horowitz has chaired an important American Studies department at a liberal arts college. He has been recognized as a major scholar and administrator by the American Studies Association, receiving its Constance Rourke Prize for an outstanding book, and also the Mary C. Turpie award for outstanding abilities and achievement in American Studies teaching, advising, and program development at the local or regional level.

Dr. Mary Kelley
Ruth Bordin Collegiate Professor of History, American Culture, and Women's Studies
University of Michigan
Department of History
2672 Haven Hall
505 South State Street
Ann Arbor, Michigan 48109-1045
Telephone: 734-647-7941
Email: mckelley@umich.edu

Dr. Kelley is a distinguished scholar, former department chair, and former President of the national American Studies Association.

Dr. Elaine Tyler May
Regents Professor of History and American Studies
University of Minnesota
207 Scott Hall
72 Pleasant St SE,
Minneapolis, MN 55455
Telephone: 612-626-7847
Email: mayxx002@umn.edu

Dr. May is a distinguished scholar and administrator, former President of the national American Studies Association and experienced external evaluator for graduate programs in American Studies.

Dr. Jay Mechling
Professor of American Studies
University of California at Davis
American Studies Program
One Shields Ave
Davis, CA 95616
Telephone: (530) 752-3377
Email: jemechling@ucdavis.edu

Dr. Mechling is a well-known scholar and innovator in American Studies. He secured for UC Davis a grant from the NEH establishing a regional humanities center in 2001, and in 2006 he received a \$30,000 award from his university for nationally renowned scholastic breadth and

teaching depth. In 1998 he received from the national American Studies Association the Mary C. Turpie award for outstanding abilities and achievement in American Studies teaching, advising, and program development at the local or regional level.

Dr. Miles Orvell
Professor of English and American Studies
Temple University
941 Anderson Hall (022-36)
Philadelphia, PA 19122
Telephone: 215-204-1054
Email: orvell@temple.edu

Dr. Orvell is a distinguished scholar, winner of the 2009 Carl Bode-Norman Holmes Pearson Prize. This honor is given by the National American Studies Association to an individual for a lifetime of achievement and service within the field of American Studies.

E. Plan for evaluation prior to fifth operational year.

The Graduate Program in American Studies will be reviewed by the Graduate School as part of its regular rotation of reviews, beginning in its fourth operational year.

XIII. REPORTING REQUIREMENTS

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.