

## **Request to Establish a Bachelor of Arts in Conflict and Peace Studies Degree Program at University of North Carolina at Greensboro**

UNC Greensboro requests authorization to establish a B.A. in Conflict and Peace Studies degree program (CIP 30.0501).

### **Program Description**

As an academic field of study, Peace and Conflict Studies is over 50 years old. This field has an active base of scholars, a growing body of disciplinary literature, an established curriculum, and a pedagogical tradition that includes classroom teaching, experiential learning, internships, and international study. It draws on the work and methodologies of sociology, psychology, anthropology, history, communications, social work, law, political science, philosophy, and other disciplines. Peace and conflict scholars and educators seek to understand the causes of conflict and examine ways to prevent and transform conflict situations. Peace and conflict studies courses cover a wide range of issues related to peace, conflict, violence, justice, inequality, social change, and human rights. In order to succeed in the field, students require knowledge of culturally sensitive conflict resolution processes and mastery of the skills needed to address complex conflicts. In this B.A. program, students will engage in learning the skills of mediation/negotiation, organizational conflict management, community building, and conflict transformation and peacebuilding within local, national, and international contexts. Graduates will be prepared with a broad foundation in the field, which will prepare them for entry level positions in the field or participation in a graduate program in peace and conflict studies. A total of 122 semester credit hours will be required to complete the degree program.

### **Mission Relevance**

The focus of the UNCG Conflict and Peace Studies (CPS) Program is fully aligned with UNCG as a 21<sup>st</sup> Century University and with the UNCG Strategic Plan and its several strategic areas. Further, the Conflict and Peace Studies core values are aligned with the UNCG Core Values of inclusiveness, collaboration, sustainability, responsibility, and transparency. Conflict and Peace Studies is consistent with UNCG's institutional mission to prepare students for engaged citizenship, integrating intercultural and international experiences and perspectives, and to encourage innovative leadership meeting social, economic, and environmental challenges.

### **Student Demand**

The demand for this degree program is demonstrated by the following: (1) interest in an undergraduate degree program has been expressed by the JFK Special Warfare Center located at Ft. Bragg (The JFK Center houses the U.S. Army's special warfare school. The Center's mission is to train and educate U.S. Army personnel for the Special Operations Command.); (2) the expressed interest of the UNCG Ashby Residential College in providing a peace studies focus for its curriculum; (3) the fact that in Fall 2011 and Fall 2012 trial undergraduate conflict and peace studies courses were well enrolled at UNCG; and (4) interest expressed by international students in residential UNCG courses in peace and conflict studies. In addition, local community colleges (in particular Rockingham, Randolph, and Alamance) offer related programs/courses that create a pool of potential transfer students for the proposed B.A. program.

### **Societal Demand and Opportunities for Program Graduates**

Peace and conflict studies education prepares students for a wide variety of careers. Graduates become negotiators, mediators, government officials, educators, business people, activists, and professionals in organizations focused on human rights, dispute resolution, environmental protection, international law, and human and economic development. Conflict resolution is a growing field of professional practice with many applications (including, for example, in the health care arena where rapid changes are occurring). For 2011, *U.S. News & World Report* identifies mediator as one of the top-ten growth professions. While peace and conflict studies is a growing area of practice, it is underrepresented in the North Carolina university environment, as the only undergraduate peace and conflict studies program in the state exists at Guilford College.

### **Resource Implications**

The B.A. in Conflict and Peace Studies degree will be housed in the UNCG Conflict and Peace Studies Program (within the School of Health and Human Sciences) which currently offers the Master of Arts in Conflict and Peace Studies degree. No new resources are needed, as two new full-time faculty positions have already been added in support of the program, beginning August 2013. No additional library resources or information technology support are required, and the program will utilize existing facilities and classrooms. One of the Program's faculty members will serve as the Director of the undergraduate program.

### **Collaborative Opportunities**

UNCG Conflict and Peace Studies faculty collaborate with faculty at other colleges and universities where interest in peace studies exists among the faculty. This includes North Carolina A&T State University, Appalachian State University, and Guilford College. Growing potential exists in the development of collaborative relationships with community colleges, which are being explored. Study abroad opportunities are increasing, as the CPS program now has an exchange program with the University of Konstanz in Germany, and a study abroad program is being developed with Linnaeus University in Sweden.

### **Outcome of System-wide Review**

Four disciplinary experts representing four UNC institutions responded to the survey questions concerning the proposed B.A. in Conflict and Peace Studies at UNCG. Two subject matter experts indicated no especial concerns regarding the proposed program, and the other two provided questions or comments regarding student demand, program requirements and curriculum, and faculty sufficiency and student support. UNC Greensboro responded to the questions and comments to UNC General Administration, and those responses are reflected in this summary.

### **Recommendation**

It is recommended that the Board of Governors approve University of North Carolina at Greensboro's request to establish a B.A. in Conflict and Peace Studies degree program (CIP 30.0501 ) effective June 2013.

**Request for Authorization to Establish a  
Master of Fine Arts in Interior Architecture program at University of North Carolina at Greensboro**

University of North Carolina at Greensboro requests authorization to establish a Master of Fine Arts in Interior Architecture degree program (CIP 04.0501).

**Program Description**

The Master of Fine Arts (M.F.A.) in Interior Architecture is a post-professional degree that will prepare students for careers in teaching, research and specialized practice in the design of architectural interiors. University of North Carolina at Greensboro currently offers a 44-hour Master of Science (M.S.) in Interior Architecture degree program. The proposed M.F.A. builds upon and expands the M.S. curriculum to include four elective courses in an area of specialization and an internship. The resulting 60-hour M.F.A. will replace the existing M.S. degree program and is consistent with other post-professional masters degrees in interior architecture offered throughout the country. The M.F.A. would not limit students to the two areas of specialization that exist in the current M.S. program (Historic Preservation and Museum Studies, and Interior Product Design and Interior Architecture); rather, students will have more latitude in the M.F.A. to pursue diverse areas of research and specialization under faculty guidance.

**Mission Relevance**

The M.F.A. in Interior Architecture program aligns with the mission of University of North Carolina at Greensboro to support collaborative scholarship and creative activity in a learner-centered community. The program aligns with several goals of the UNCG Strategic Plan 2009-2014, including to create interdisciplinary initiatives that focus on quality of life for individuals across the life span (Strategic Area 2.4) and to offer transformational graduate education experiences (Strategic Areas 3.1, 3.2, 3.6).

**Student Demand**

University of North Carolina at Greensboro surveyed current graduate students and recent alumni of the M.S. program regarding demand for the M.F.A. Over 83% of respondents indicated that the change to the M.F.A. would be advantageous. Qualitative survey responses indicated that the change to the M.F.A. would be particularly advantageous for program graduates interested in teaching at a higher education institution; approximately 30% of M.S. program graduates since 2000 have chosen to teach, but they can encounter barriers when seeking tenure and promotion without the terminal M.F.A. degree. Over 83% of respondents also indicated that the increased course load and studio work would not have affected their decision to pursue the program, and 100% of respondents expressed interest in more elective classes.

**Societal Demand and Opportunities for Program Graduates**

Employment opportunities for the M.F.A. graduates will be similar to those available to current M.S. program graduates, many of whom find work with interior architecture, architecture, engineering, and interior design firms. A 2008 survey of the American Society of Interior Designers names North Carolina as a top ten state for number of design firms. Since 2000, approximately 30% of the M.S. program graduates have chosen to teach at institutions of higher education. Indeed, the Interior Design Educators Council reports a shortage of design educators across the country. A recent assessment of the IDEC website yielded 44 entry-level assistant professor positions available in interior architecture/interior design for Fall 2013. Of these, over half (23 of 44) required applicants to hold a M.F.A. or terminal / advanced degree in interior architecture or interior design. Without the M.F.A., program graduates would be at a clear disadvantage when competing for such positions.

**Resource Implications**

Existing resources in place to support the existing M.S. degree program will be used to support the proposed M.F.A. Existing faculty and staff, library, facilities, and information technology resources are adequate for the launch of the program.

**Collaborative Opportunities**

University of North Carolina at Greensboro currently offers the only graduate degree program in interior architecture or interior design in the state. Even so, the Department of Interior Architecture collaborates with several other programs both within UNC Greensboro and at other institutions and continues to seek such opportunities. For example, students in the UNC Chapel Hill Department of City and Regional Planning regularly enroll in the Interior Architecture Department's courses on historic preservation and architectural conservation. Additionally, UNC Greensboro students have collaborated on several studio projects with UNC Charlotte students in their School of Architecture.

**Outcome of Consultation with Disciplinary Experts**

The proposal was reviewed by nineteen faculty and graduate program administrators from seven UNC campuses. Reviewers consistently noted the uniqueness of the program within the system and the strong evidence presented that enrollment would not be adversely affected by the addition of hours to the current M.S. curriculum. UNC Graduate Council reviewers requested additional information on how the program would resource the additional graduate student support needed to accommodate the extended length of the program. The Department of Interior Architecture seeks to maintain support for 40% of its students and will pursue additional needed assistantships and stipends from campus units outside of the Interior Architecture department and through external funding organizations. The Department has demonstrated success with both of these strategies in the past. UNC Graduate Council reviewers also sought additional information on how elective choices and internships would be managed. The Department shared several plans of study that faculty have proposed based on their expertise (for example, digital fabrication, interior lighting, or aging and wellness); these plans of study will guide the elective choices for students. In cooperation with the Internship Coordinator and Director of Graduate Studies, individual students are responsible for arranging their internships at locations such as at architecture firms, with designers, at historical sites, or in the retail environment. Past internship venues have been located in Greensboro and many other cities, including Charlotte, New York City, Atlanta, San Francisco, and London. Reviewers encouraged the program to continue its pursuit of stronger ties to architecture schools in the system, which should further distinguish the program nationally and broaden opportunities for students.

**Recommendation**

It is recommended that the Board of Governors approve University of North Carolina at Greensboro's request to establish a Master of Fine Arts in Interior Architecture degree program (CIP 04.0501) effective August 2013.

## **Request for Authorization to Establish a Doctor of Philosophy in Public History program at North Carolina State University**

North Carolina State University requests authorization to establish a Doctor of Philosophy in Public History degree program (CIP 54.0105).

### **Program Description**

Public historians include museum professionals, government and business historians, historical consultants, archivists, interpreters and administrators and historic sites and parks, teachers, cultural resource managers, curators, film and media producers, policy advisors and oral historians. North Carolina State University has offered an M.A. in Public History since 1982, with 85% of program graduates finding positions in the field. While the M.A. will remain a serviceable degree for entry-level jobs, the aim of this proposed program is to train graduate students who are highly qualified to provide leadership in research, innovation, and development of public history initiatives in public and private sectors, as well as in higher education. The Doctor of Philosophy in Public History degree program requires 72 credit hours, including core requirements (12 hours); designation of a General Field such as Early American, Modern American, Southeast Asia, etc. (12 hours); a Public History field such as archive management, museum studies, etc. (18 hours); a Concentration Field such as law and political culture, race and ethnicity, etc. (9 hours); an Interdisciplinary Field of either non-profit administration, architecture, or parks, recreation and tourism management (9 hours); and a minimum 12 hours of dissertation credit. Core requirements include a 3-hour practicum experience.

### **Mission Relevance**

North Carolina State University's mission notes that its historic strengths in agriculture, science, and engineering are enhanced by a "commitment to excellence in a comprehensive range of academic disciplines." The proposed program furthers the institution's land-grant mission by contributing to the heritage tourism base of North Carolina's economy and the practice of historical activities with the public audience foremost in mind. The program also aligns with several goals of the institution's Strategic Plan, including to enhance interdisciplinary scholarship (Goal 3) and to enhance local and global engagement through focused strategic partnerships (Goal 5).

### **Student Demand**

The demand for doctoral training in public history is evidenced by the growth in programs across the country. In 2006, two universities in the country offered a Ph.D. in Public History, with nine other doctoral programs in history offering a public history specialization. By 2012, seven universities offered the Ph.D. in Public History and seven additional doctoral programs in history have added a public history specialization. In addition to attracting M.A. graduates seeking career advancement in the field, North Carolina State University expects their planned certificate programs in Native American and African American public history to serve as a unique draw into the doctoral program. African Americans and Native Americans are underrepresented in the public history profession.

### **Societal Demand and Opportunities for Program Graduates**

The U.S. Labor Department estimates that employment opportunities in historic sites, historic parks, museums and heritage institutions are expected to increase by 32% from 2008-2018. Job advertisements posted between 2004 and 2010 by three professional societies in the field were analyzed and, over that time period, showed growth in the total number of public history jobs advertised (68%) as well as growth in the number of positions requiring a Ph.D. (225%).

### **Resource Implications**

New resources required to launch the program include one faculty member, one SPA staff to assist with program administration, and graduate assistantship support. Should enrollment growth funding be unavailable, the Office of the Provost has committed to provide the necessary support through internal reallocations.

Existing library, facilities, and information technology resources are adequate for the launch of the program.

### **Collaborative Opportunities**

No other doctoral programs in public history exist in the state. M.A. students in public history currently have the option to pursue a dual degree with the master's programs of the School of Information and Library Science (SILS) at UNC Chapel Hill. The opportunity also exists to expand such collaborative activities with SILS at the doctoral level.

### **Outcome of Consultation with Disciplinary Experts**

In February 2012, the program was presented to the UNC Graduate Council. Council members asked clarifying questions about the market for graduates of the proposed program, enrollment projections, and the changing nature of museums and public interaction with information. Presenters reiterated that museums are not the only outlet of employment for their graduates, and they described opportunities that exist in the public and private sector, as well as in higher education. North Carolina State University's expertise in and existing collaborations with digital humanities, computer science, and gaming are particular strengths that will help prepare program graduates for the changing nature of museums as well as for positions in the academy, heritage tourism, and elsewhere. Presenters confirmed that they will enroll from the master's, and not the baccalaureate, level and that they will invite applications from other master's level programs in public history across the system. The Council voted without dissent to approve the program.

The Request to Establish was reviewed by three independent external reviewers. As a whole, external reviewer comments were favorable and noted several strengths, including the available talent pool; the partnerships planned for the Interdisciplinary Fields; and the Native American and African American Public History Certificates that would make the North Carolina State University program distinctive nationally. Reviewers suggested the level of professional expertise of the program's faculty could be strengthened; this comment likely reflects a debate in public history as to whether former professionals or academicians are best suited to instruct in public history programs. The program faculty suggested that their professional experiences in consulting, curating, interviews and field work are equal to or surpass that of other peer programs. They have proposed that one new faculty hire is required to launch the program and aim to hire an individual with professional administrator experience. Reviewers also questioned whether the 150-hour internship requirement and the required teaching assistantships provided sufficient professional development for students. The program responded that the 150-hour internship requirement is modeled after four other peer programs. While teaching assistantships are the only stipends available at this time, these assistantships will provide students with useful public history skills in effective organization and communication of historical knowledge. Finally, reviewers wanted to see more attention to scholarly approaches and products that would distinguish a degree in public history from a degree in history. The program is extremely interested in exploring and encouraging alternate forms of scholarship as well; but the program is currently constrained by North Carolina State University Graduate School policies which require doctoral candidates submit traditional written dissertations in order to obtain the Ph.D. degree.

**Recommendation**

It is recommended that the Board of Governors approve North Carolina State University's request to establish a Doctor of Philosophy in Public History degree program (CIP 54.0105) effective August 2014.

**Request for Authorization to Discontinue the  
Master of and the Master of Science in Agricultural Extension  
North Carolina State University**

North Carolina State University has requested that its M and MS in Agricultural Extension (CIP Code #01.0801) degree programs be discontinued.

Due to recent restructuring and approved program name changes the M and MS in Agricultural Extension degree programs are being reconfigured into another existing degree program, Master of and Master of Science in Agricultural and Extension Education (CIP Code #13.1301). There will be concentrations in Agricultural Extension and in Agricultural Education within the newly configured program.

**Recommendation:** It is recommended that the Board of Governors approve North Carolina State University's request to discontinue the Masters of and the Master of Science in Agricultural Extension degree programs.