

## APPENDIX C

### THE UNIVERSITY OF NORTH CAROLINA REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

***INSTRUCTIONS:** Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.*

Date: \_\_\_\_\_

**Constituent Institution:** UNC-Chapel Hill \_\_\_\_\_  
CIP Discipline Specialty Title: \_\_\_\_\_ International/Global Studies \_\_\_\_\_

CIP Discipline Specialty Number: 30.2001\_\_\_\_ Level: B\_\_\_\_ M\_\_\_\_  1<sup>st</sup> Prof \_\_\_\_ D\_\_\_\_  
Exact Title of the Proposed Degree: \_\_\_\_ Global  
Studies \_\_\_\_\_

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): MA

Does the proposed program constitute a substantive change as defined by SACS? Yes\_\_ No

a) Is it at a more advanced level than those previously authorized? Yes\_\_ No

b) Is the proposed program in a new discipline division? Yes\_\_\_\_ No

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

month July year 2010

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

Yes \_\_\_\_ No

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

Proposed date of initiation of proposed degree program: Fall 2010

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

#### I. DESCRIPTION OF THE PROGRAM

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

The Master of Arts in Global Studies will offer academic and professional courses of study designed to train graduate students in issues of contemporary global significance that are of strategic interest for the Curriculum in International and Area Studies. The degree aims to make an innovative contribution to the College of Arts and Sciences commitment to the University's strategic goal of 'Globalization,' 'Inter-disciplinary Studies' and 'Engagement.' Global Studies, as the name suggests, goes beyond the study of the interaction of nation-states and focuses upon the processes, interactions, and flows of global significance that challenge historical patterns of international relations. Global Studies situates itself squarely in the midst of the current world-wide transition in which the world is increasingly shaped by interacting economic, political, social, and cultural forces that are not bound to any particular nationality or region. This degree will prepare students with the appropriate combination of knowledge and conceptual skills needed for successful careers in research and teaching, public service, and the private sector. In an era of rapid acceleration in processes and patterns of economic integration, citizenship and human rights, and cultural integration and fragmentation, it has become imperative that university curricula respond to the needs of students, researchers and professionals to be trained to both understand and respond to the nature of global change and the possibilities for intervention in the

ways in which global patterns of work, employment and economic wellbeing, justice, rights and equity, and social and cultural values in the international system and within societies are rapidly being reshaped.

*B. List the educational objectives of the program.*

The educational objectives of the program are to: 1. Provide education in issues of contemporary global significance. 2. Prepare current and future leaders with knowledge and conceptual skills needed for careers in research and teaching, public service, and the private sector. 3. Provide an education that trains individuals to respond to and to understand the nature of global change. 4. Educate in the possibilities for intervention in the ways in which global patterns work, as well as, employment and economic wellbeing, justice, rights and equity, and social and cultural values in the international system and within societies that are rapidly being reshaped.

*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.*

With 700 undergraduate majors, the Curriculum in International and Area Studies is one of the largest programs in the College of Arts and Sciences. There are 16 faculty members who hold joint appointments in the Curriculum, including the Earl N. Phillips Distinguished Chair of International Studies. Each of the joint appointment faculty is responsible for up to two courses and student advising services in Curriculum. Housed in the Global Education Center, the Curriculum has good links with the international and areas studies centers that are also housed there and with departments in the College of Arts and Sciences (particularly, Anthropology, African and African American Studies, Asian Studies, Communication Studies, Geography, History, Music, and Political Science). While the core courses for the Global Studies MA are new and would need to be created, all Global Studies MA students would be required to complete at least one existing methods course in an appropriate department that meets the specific academic and professional goals of the student. Those academic and professional goals would be further developed through taking elective courses in the student's concentration. In the proposed concentrations of Global Economy and Global Work, Global Justice and Human Rights, Global Circulation of Arts and Culture, and Global Health and Environment, we have identified well over one hundred existing courses that students could draw upon from departments such as Anthropology, African and African American Studies, Asian Studies, Communication Studies, Geography, History, Music, Political Science, Economics, Romance Languages, Comparative Literature, Sociology, and the schools of Business and Public Health. This does not include special topics courses that most of these departments and others offer on a one-time basis that would also be appropriate for elective credit for Global Studies MA students. In addition, the Curriculum in International and Area Studies has strong connections with all of the existing Title VI resource centers in the Fed Ex Global Education Center, including the Center for Global Initiatives, the Institute for the Study of the Americas, the African Studies Center, the Carolina Asia Center, the Center for European Studies, the Center for Slavic and Eastern European Studies, and the Center for the Study of Islamic Cultures and Muslim Civilizations. Each of these centers actively supports graduate student work across a wide number of disciplines and would support students in the Global Studies MA as well.

## **II. JUSTIFICATION FOR THE PROGRAM—NARRATIVE STATEMENT**

*A. Describe the proposed program as it relates to:*

*1. the institutional mission and strategic plan*

The creation of an MA program in Global Studies would contribute to each of UNC's parameters for mission fulfillment. The mission cites that the University must: 1.

“acquire, discover, preserve, synthesize and transmit knowledge;” 2. “provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the state and nation;” 3. “Provide graduate and professional programs of national distinction at the doctoral and other advanced levels;” 4. “Extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state;” and 5. “Address, as appropriate, regional, national and international needs.”

The rigors of the degree curriculum demand that faculty enhance their capabilities as educators in global studies to acquire and to transmit knowledge to students whom may have already have a basis in global studies education. Also, because the degree requirements for this MA ask that students to create a research paper of publishable quality and defend it orally, the graduate students will themselves contribute to the process of acquiring and transmitting knowledge. The second consideration for mission fulfillment is that high quality undergraduate instruction is provided. The creation of a global studies MA would increase undergraduate instruction in that the faculty teaching both undergraduates and graduates would need to increase their breadth of knowledge to be able to cater to the rigors of the graduate courses. This increase of knowledge in their area of expertise to accommodate graduate students would also provide for increased quality of the undergraduate curriculum. MA students will serve as TAs in the undergraduate curricula. This Master’s degree would also raise UNC’s profile abroad, thereby increasing the numbers of top students from diverse backgrounds who will not only contribute to UNC’s intellectual growth and cultural diversity but also to the state of North Carolina. In our globally interconnected world students and faculty in the Global Studies MA program will be conducting research of crucial importance including topics such as the global economy, global migration, access to water around the globe and the political and social implications of such access, trade chains, cultural identity in a global context, and many others.

## 2. *student demand*

Enrollment in the undergraduate international studies major continues to grow exponentially. At the beginning of the fall 2008 semester 100+ students were turned away because there was no room for them in the INTS 210 gateway course. As no master’s degree program in Global Studies currently exists within the University of North Carolina it is difficult to gauge student demand. The only currently existing MA program in Global Studies in the U.S. is the one at UC Santa Barbara. However, the popularity of the undergraduate major at UNC-Chapel Hill, coupled with national statistics for international studies MA programs, make the assumption that the Global Studies MA would be high in demand easy to infer. On the national level, a majority of schools typically enroll less than 40% of applicants.

A closer examination of existing program statistics can also help to illustrate student demand. Columbia University’s School of International Affairs typically receives around 2,000 applications every year for fall enrollment. These 2,000 applicants vie for approximately 350 places. Georgetown University’s Master of Science in Foreign Service limits its incoming class to 90 people and also receives around 2,000 applicants, making the average acceptance rate lower than 30%. The George Washington University’s Elliott School for International Affairs also typically receives around 2,000 applications for the 350 spaces that make up a class. Johns Hopkins University’s Nitze School of Advanced International Studies, like the other three schools previously

discussed, receives upwards of 1800 applications for 150 spaces in the Washington, D.C. campus and 100 more in the Bologna, Italy campus.

The University of California-Santa Barbara created a Master of Arts in Global and International Studies in 2006. Currently they enroll 15-20 students per year, a number they say will grow to 50 for their 2009 enrollment.

3. *societal need (For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)*

UNC-Chapel Hill is situated less than 20 miles away from Research Triangle Park (RTP) the largest science park in North Carolina. There are over 170 companies located in RTP (as well as some U.S. federal agencies) and the nature of the work done there has made RTP globally prominent necessitating a workforce with international understanding and cultural sensitivity.

The University of California-Santa Barbara has a program in Global Studies and is therefore most similar to the program proposed in this document. As detailed above, the UCSB program was created in 2006 and enrolls 15-20 students per year, a statistic that is set to more than double in the coming year. Students in this program seek work and internships at an array of well known NGOs, think tanks and institutions. Some of the places that have employed Global Studies Master's candidates include: The Clinton Global Initiative, the Clinton HI/AIDS Initiative, the International Labor Rights Fund, International Crisis Group, the State Department's Bureau of South Eastern European Affairs, Human Rights Watch and the Carter Center.

Think tanks and non-profit organizations such as the Council of Foreign Relations, the Center for Strategic and International Studies, the Rand Corporation, the Cato Institute and the Brookings Institution, are just the tip of the iceberg in terms of institutions with a global and international scope that need educated people. Since September 11, 2001 the call for people with international experience and cultural knowledge has increased substantially, as have budgets and mandates to make sure such people are discovered and recruited into the intelligence community.

We also anticipate that our program in Global Studies will attract applicants world-wide from a cohort similar to the Humphrey Fellows Program that, until recently, was housed in UNC-Chapel Hill's Department of Public Policy. These will be mid-level managerial and research individuals from both the public and private sector in search of further training to deal effectively with global issues of importance in their own fields, and who will return to governmental and corporate service when the degree is completed.

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?)*

The proposed MA will strengthen the already thriving undergraduate global studies program as graduate students contribute their ideas and their time as teaching assistants to those within the undergraduate program. Existing resources will not be stretched as the creation of this degree program will require an operating budget increase in the Curriculum to cover costs. We anticipate admitting 10 students per year to the Global Studies MA program. Since the program will take no more than two years to complete,

the maximum number of students enrolled in the program will not exceed 20. The Curriculum in International and Area Studies has always operated in a multidisciplinary fashion, drawing upon courses, faculty expertise, and faculty advising from a wide range of other departments and programs. With the MA program such interaction will be taken to a higher level of intellectual engagement. Several programs are already excited about the creation of the Global Studies MA and we are currently in discussion with them as to how they might collaborate with CIAS and, in turn, how the courses offered within our MA program might benefit their students as well.

*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.*

The programs offered at other universities in North Carolina (Duke, NCSU and ECU) are completely dissimilar to the program discussed in this proposal, thus negating competition and strengthening the already established inter-institution registration between Duke, NCSU and UNC-Chapel Hill that allows students to choose classes at another university that might better complete the area that interests them most. The program in Global Studies at UNC-Chapel Hill marries both academic experiences with first hand experiences since students will study and hold internships abroad. We will build upon our existing strategic partners in Asia and Europe and, over time, develop new partnerships in Africa and Latin America.

Duke University (Private Institution) located 11 miles away from UNC-Chapel Hill in Durham as a Master's program in International Development Policy that is designed for mid-career professionals who plan to dedicate their careers to policy making and public service in and for developing and transitioning countries. This differs from the proposed program in scope, focus, and degree requirements.

North Carolina State University (Public Institution) located 25 miles away from UNC-Chapel Hill in Raleigh has a Master's of International Studies. The degree is a 36 credit hour, multidisciplinary non-thesis degree program. 15 of the 36 credit hours are core based work. One class from the fields of International Relations, Comparative Politics/Societies, International Law and Organization, International Economy/Development and Cross Cultural Communications. In addition students must take 12-15 credit hours of program specializations. These fields include: Security Studies, Anthropology, Business/Economics, Business/Technology, Education/Cross-Cultural Counseling, History, Middle East/Islam, Public Administration and Parks, Recreation and Tourism. The degree proposed in this document differs from NCSU's MIS in many key ways. First because it is a Master's in Global Studies it focuses on global change and the ways in which global patterns are being shaped and reshaped. The areas of concentration for this degree include: Global Economy and Global Work, Global Circulation of Arts and Culture, Global Migration, Social Justice and Human Rights, and Global Health and Environment. There is also more of a focus on research. Students must produce research papers of publishable quality that they will defend orally.

East Carolina University (Public Institution) located 108 miles away from UNC-Chapel Hill in Greenville also offers a Master of Arts in International Studies. This program focuses mainly on the process and dynamics of international intercultural understanding. The program centers on preparing its graduate for interacting more effectively with

people from other cultures. This focus differs greatly from the focus of the Global Studies MA proposed at UNC-Chapel Hill.

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.*

This program would be unique to the University.

- 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.

Institution: \_\_\_\_\_  
Program Title: \_\_\_\_\_

	(year)	(year)	(year)	(year)	(year)
Enrollment					
Degrees-awarded					

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 (2010__ - 2011__)	Year 2 (2011- __2012__)	Year 3 (19__ - __)	Year 4 (19__ - __)
Full-time	10	20		
Part-time				
<b>TOTALS</b>				

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

Full-time   20   Part-time            Total   10   per yr for a total of 20 students enrolled in the 2-yr MA degree                                   

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).

<b>Year 1</b>	<b>Student Credit Hours</b>		
<b>Program Category</b>	<b>UG</b>	<b>Masters</b>	<b>Doctoral</b>
Category I		10 students x 18 credit hrs=180	
Category II			
Category III			
Category IV			

<b>Year 2</b>	<b>Student Credit Hours</b>		
<b>Program Category</b>	<b>UG</b>	<b>Masters</b>	<b>Doctoral</b>
Category I		20 students x 18 credit hrs=360	
Category II			
Category III			
Category IV			

<b>Year 3</b>	<b>Student Credit Hours</b>		
<b>Program Category</b>	<b>UG</b>	<b>Masters</b>	<b>Doctoral</b>
Category I		20 students x 18 credit hrs=360	
Category II			
Category III			
Category IV			

<b>Year 4</b>	<b>Student Credit Hours</b>		
<b>Program Category</b>	<b>UG</b>	<b>Masters</b>	<b>Doctoral</b>
Category I		20 students x 18 credit hrs=360	
Category II			
Category III			
Category IV			

### 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.

University of California, Santa Barbara; Sophia University (Tokyo, Japan); Erasmus Mundi MA [joint degree from University of Leipzig (Germany), London School of Economics (UK), University of Vienna (Austria), and University of Wroclaw (Poland)].

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.

School of Global Studies, Arizona State University; Sophia University (Tokyo); the newly established Consortium in Global Studies Graduate Education including institutions from Africa, Latin America, Asia, Europe, and North America. We have also consulted on an ongoing basis with our strategic partner institutions Kings College London and the National University of Singapore where we plan to place students for a semester in the second year of the MA.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

All applicants must meet the minimum requirements for admission to the Graduate School including a four-year degree from an accredited university or its equivalent and a B average or better in their undergraduate career. Prior experience, academic or work-related, dealing with Global Issues will be an asset.

2. Documents to be submitted for admission (listing or sample).

Transcript of undergraduate work.

GRE and TOEFL (for applicants without a degree from an English speaking institution) scores.

Three letters of recommendation.

Statement of purpose.

Two writing samples.

C. Degree requirements. List the following:

1. Total hours required.

30 semester hours, 24 of which must be taken in residence.

Major. Minor.

2. Proportion of courses open only to graduate students to be required in program (graduate programs only).

One half.

3. Grades required.

The graduate grading scale at UNC Chapel Hill will be used for the proposed program. Students must maintain academic eligibility through receiving passing grades of no more than 9.0 hours of Low Pass grades during their academic career in the program.

4. Amount of transfer credit accepted.

The Graduate School allows up to 20% of the course credit required for a master's degree to be transferred in from another institution or through summer coursework. Such transfer credit will only be accepted upon review by the Global Studies MA faculty.

5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

See section D below for a more complete description of the curriculum. Basic requirements for all students enrolled include:

Minimum residence of two full semesters.

Comprehensive examination.

A research paper of publishable quality.

An oral defense of the paper.

A semester's worth of work overseas, either through an internship or courses at a partner university or a combination of internship/courses.

6. Language and/or research requirements.

- 7.

At least three years foreign language study or the equivalent.

7. Any time limits for completion.

All graduate students at UNC Chapel Hill are allowed five years to complete a master's degree from the point of matriculation.

- 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

The following courses will be new and comprise the core of the Global Studies MA degree. The numbering system is in line with graduate courses in existing programs at UNC-Chapel Hill. In addition students must prepare a coherent plan of study by the first week of their second semester that indicates the rationale for their area of concentration and the role the courses they have selected play in deepening their Global Studies degree. In this way, we try to provide a great deal of freedom for students to enroll in courses they choose beyond those required, to develop a coherent and integrated program that fulfills their personal and professional objectives. Students are also required to complete at least one methods course in an appropriate department that meets the specific academic and professional goals of the student.

#### CORE COURSES

INTS 600/700 Introduction to Research and Theory in Global Studies\*

INTS 601/701 Global Studies in Historical Perspective\*

INTS 602/702 Global Studies, Culture, Identity, and Nature\*

INTS 603/703 Global Studies and Global Political Economy\*

INTS 604/704 Institutions and Practices in Global Studies\*

#### RESEARCH AND METHODS COURSES

INTS 607/707 Research Writing Credit\*

INTS 611/711 Global Studies Research Colloquium\*

INTS 613/713 International Internship or Research\*

MA examinations will comprise a comprehensive oral examination, a research paper of publishable quality, and an oral defense of the paper.

Master's students are required to complete a minimum program residence credit of two full semesters either by full-time registration or by part-time registration over several semesters. Students in the Global Masters Program complete 9-12 credit hours overseas, either through an internship or courses at a partner university or a combination of internship/courses.

Students must prepare a coherent plan of study by the first week of their second semester that indicates the rationale for their area of concentration and the role the courses they have selected play in deepening their Global Studies degree. In this way, we try to provide a great deal of freedom for students to enroll in courses they choose (beyond INTS 600/700, 601/701, and 603/703), to develop a coherent and integrated program that fulfills their personal and professional objectives. Students are also required to complete at least one methods course in an appropriate department that meets the specific academic and professional goals of the student.

### **First Semester:**

INTS 600/700                      Intro to Research and Theory in Global Studies (3 cr)  
Global Studies examines world systems, transnational processes, and global-local interactions from perspectives informed by a number of disciplines. This course will introduce students to current interdisciplinary theoretical approaches to global studies, as well as examine the primary foci of contemporary research in relating to the rise of a complex but increasingly integrated world society.

INTS 601/701                      Global Studies in Historical Perspective (3 cr)  
Recent debates about globalization and its consequences are situated in an in-depth reading of world systems and historical rounds of global reach. The course will focus on empires, economic networks, cultural transmission, and environmental change.

INTS 611/711                      Global Studies Research Colloquium (3 cr)  
This colloquium will provide students the opportunity to formulate their own research interests relating to the processes and patterns of economic integration, citizenship and human rights, and cultural integration and fragmentation in their chosen area of concentration by presenting their developing conceptual frameworks to their fellow students and the Global Studies faculty for critique. In the Spring semester of each year the colloquium will be coordinated with the visiting speakers for Great Decisions and with the Humphrey Fellows Seminar to take advantage of their practical experience and theoretical perspectives from around the world in shaping the students' own research.

### **Second Semester:**

INTS 611/711 Global Studies Research Colloquium (3 cr)

1 methods course pertinent the student's concentration in Global Economy/Global Work, Global Circulation of Arts & Culture, Global Justice/Human Rights/Social Migration, or Global Health & Environment. (3 cr)

1 elective in the student's area of concentration chosen either from INTS 702, 703, 704 (described below) or from over one hundred existing courses at the graduate level that students

could draw upon from departments such as Anthropology, African and African American Studies, Asian Studies, Communication Studies, Geography, History, Music, Political Science, Economics, Romance Languages, Comparative Literature, Sociology, and the schools of Business and Public Health. This does not include special topics courses that most of these departments and others offer on a one-time basis that would also be appropriate for elective credit for Global Studies MA students.

**INTS 602/702**                      Global Studies, Culture, Identity, and Nature (3 cr)

This course is a topical course organized around the general themes of culture, identity, and nature, but structured each year around specific themes and systems selected by the faculty member of record. The course will deal with cultural formations, Fourth World struggles, movements for ecological defense, and institutions and practices of cultural protection.

**INTS 603/703**                      Global Studies and Global Political Economy (3 cr)

The global shift in manufacturing and service industries, and the globalization of food systems and primary resource trade, will be the focus of this advanced course on the political economy of development in global context. The course will introduce students to the evolving parameters of the global political economy.

**INTS 604/704**                      Institutions and Practices in Global Studies (3 cr)

This course examines how the world community has been organized during an intense period of neoliberal globalization that began in the late 20th Century. In examining global governance, this course focuses on the interactions among states, international organizations (such as the UN, WTO, IMF, and World Bank), business, social movements and NGOs in determining “global public policy.” Various cases will be selected to indicate the power relations at work in determining policy outcomes and arranging a hierarchy of global institutions.

**Third Semester:**

**INTS 613/713**    The third semester of the MA will be comprised of course work, research, and/or internship conducted abroad at one of our strategic partner institutions. The individual student’s combination of course work, research, and internship will receive prior approval from the Global Studies faculty. (9 cr)

**Fourth Semester:**

**INTS 611/711**                      Graduate Research Colloquium (3 cr)

**INTS 607/707**                      Research Writing Credit (6 cr)

**UNC HONORS OPTION**

For students who have completed an Honors Thesis with distinction in the Curriculum in International and Area Studies, who have completed three of the core MA courses as part

of their program, and with permission of the admissions committee, it will be possible to complete the MA degree in one year (Fall, Spring, and Summer semester).

#### 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.

The following faculty all have joint appointments in the Curriculum in International and Area Studies as currently configured. As such they are already engaged in research and teaching with a global studies orientation. Seven of the faculty listed were specifically hired to provide half of their teaching in the Curriculum. Since there are currently no faculty lines in the Curriculum each of these faculty members has a tenure home in a disciplinary unit. With the emergence of the MA program in Global Studies we anticipate hiring faculty members with degrees in the field in the future. While the initial launching of the MA program will most likely take place within the current Curriculum structure, CIAS has proposed becoming a Department of Global and International Studies with all the rights and responsibilities of a department regarding faculty lines, recruitment, selection, identification, and selection of faculty.:

Sahar Amer, Professor of Asian Studies

Deborah Bender, Clinical Professor of Health Policy and Administration

Chad Bryant, Associate Professor of History

Renne A. Craft, Assistant Professor of Performance Studies in Communication Studies

Mark Driscoll, Assistant Professor of Asian Studies

Hannah Gill, Assistant Director and Research Associate, Institute for the Study of the Americas

Banu Gokarikel, Assistant Professor of Geography

Liesbet Hooghe, Professor of Political Science

Arne Kalleberg, Kenan Distinguished Professor of Sociology

Nina Martin, Assistant Professor of Geography

Christopher Nelson, Associate Professor of Anthropology

Andrew Reynolds, Associate Professor of Political Science

Graeme Robertson, Assistant Professor of Political Science

Eunice Sahle, Assistant Professor of African and Afro-American Studies

Mark Sorenson, Assistant Professor of Anthropology

Niklaus Steiner, Assistant Professor, Executive Director, Center for Global Initiatives

Michael Tsin, Associate Professor of History

Milada Vachudova, Associate Professor of Political Science

John Pickles, Earl N. Phillips Distinguished Professor of International Studies

Adam Versenyi, Milly S. Barranger Distinguished Term Professor of Dramatic Art and Chair of the Curriculum in International and Area Studies

Jonathan Weiler, Director of Undergraduate Studies and Adjunct Assistant Professor of International and Area Studies

- 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.

We estimate the need for 3 new lecturers and 3 new embedded faculty lines in as a minimum to be able to launch the program. By creating the lecturer positions, which will be responsible for covering the core courses of the undergraduate curriculum, we will be able to free up the existing joint faculty members in CIAS so that they will be able to teach upper-level undergraduate and graduate-level courses.

- C. If the employment of new faculty requires additional funds, please explain the source of funding.

We are currently in consultation with the College of Arts & Sciences regarding this matter.

- D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

Faculty course load and ability to engage in public service should not be affected adversely by the proposed program. Scholarly research should be enhanced since faculty should be able to engage with graduate students about their own research.

## V. **LIBRARY**

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

Current library holdings are adequate for the proposed program.

- 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?

Other than the ongoing development necessary to remain current in any field, existing library resources should be sufficient at this time.

- C. Discuss the use of other institutional libraries.

The existing reciprocal arrangements between Duke, NC State, NCCU, as well as the use of Inter-Library Loan should all be of benefit to students and faculty in the proposed program.

## **VI. FACILITIES AND EQUIPMENT**

- A. Describe facilities available for the proposed program.

The Curriculum in International and Area Studies currently occupies a suite of six offices in the Fed Ex Global Education Center at UNC Chapel Hill. CIAS makes use of a number of classrooms in the GEC, including a large lecture hall. International Studies courses are also taught in classrooms across the campus.

- 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.

This new program will strain the existing facilities used by CIAS for both faculty offices and classroom space. As the unit grows in faculty and attendant personnel, and as student enrollment increases, new office and classroom space will become necessary.

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

UNC Chapel Hill already supplies a high level of information technology services that will be utilized for this program. Video conferencing facilities exist in the Global Education Center, but are already heavily used. The introduction of this new program will probably necessitate an expansion of such facilities.

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

We are currently in discussion with the College of Arts & Sciences regarding this matter.

## **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 Global Studies MA will be administered by the Curriculum in International and Area Studies at its inception and later by the proposed Department of Global and International Studies. As such it will be part of the Division of Social Sciences in the College of Arts & Sciences at UNC Chapel Hill.

## **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 MA in Global Studies will not be externally accredited by a separate body. The University's SACS accreditation will cover this level and type of curricular 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?

CIAS has good links with the international and areas studies centers that are also housed within the Fed Ex Global Education Center. We also have strong ties and work collaboratively with departments such as Anthropology, African and African American Studies, Asian Studies, Communication Studies, Geography, History, Music, and Political Science. Our proposed MA program will not require improvement or expansion of these fields.

**X. ADDITIONAL INFORMATION**

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

All pertinent information has been provided.

**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 three 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. 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.

**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK**

INSTITUTION \_\_\_\_\_ DATE \_\_\_\_\_  
 Program (API #, Name, Level) \_\_\_\_\_  
 Degree(s) to be Granted \_\_\_\_\_ Program Year \_\_\_\_\_

**ADDITIONAL FUNDS REQUIRED - BY SOURCE**

	Reallocation Present Institutional Resources	Enrollment Increase Funds	Federal Other (Identify)	New Allocations	Total
<b>101 Regular Term Instruction</b>					
1210 SPA Regular Salaries (Identify positions)	\$ _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____
1310 EPA Academic Salaries	\$ _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____
1810 Social Security	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
1820 State Retirement	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
1830 Medical Insurance	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
2000 Supplies and Materials (Identify)	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____
3000 Current Services (Identify)	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____
4000 Fixed Charges (Identify)	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____
5000 Capital Outlay (Equipment) (Identify)	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____	\$ _____ (_____) _____ (_____) _____ (_____) _____
TOTAL - Regular Term Instruction	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<b>151 Libraries</b>					
(Identify accounts)	\$ _____ _____ _____ _____ _____	\$ _____ _____ _____ _____ _____	\$ _____ _____ _____ _____ _____	\$ _____ _____ _____ _____ _____	\$ _____ _____ _____ _____ _____
TOTAL - Libraries	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<b>TOTAL ADDITIONAL COSTS...</b>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

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:

B. Measures to be used to evaluate the program:

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	<u>  0  </u>	<u> 10 </u>	<u> 10 </u>	<u> 10 </u>	<u> 30 </u>
I/P	_____	_____	_____	_____	_____
D	_____	_____	_____	_____	_____

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

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

E. Plan for evaluation prior to fifth 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.

Proposed date of initiation of proposed degree program: \_\_\_\_\_

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

**Chancellor:** \_\_\_\_\_