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: 1 October 2006

Constituent Institution: North Carolina State University

CIP Discipline Specialty Title: Public/Applied History & Archival Administration

CIP Discipline Specialty Number: 540105 Level: B M 1st Prof D X

Exact Title of the Proposed Degree: Doctorate in Public History

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

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):

month August year 2008

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.
I. DESCRIPTION OF THE PROGRAM  
A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

Thomas Jefferson once declared History the principal subject of public education. A republic would not last unless citizens have “knowledge of those facts, which history exhibiteth.”1 Without a strong understanding of the past, each generation debates and makes decisions as if for the first time. In essence, “those who cannot remember the past are bound to repeat it.”2

Public History is a way in which historians provide an essential public service: making history accessible to the broad public in a form that will be readily acceptable and useful. The field emerged in the 1970s and 1980s as the outreach branch of the History discipline. It expands on the methods of academic history by emphasizing a wider variety of applications and by responding to publicly-generated questions. In doing so, it expands the influence of History, extending research, interpretations, and lessons beyond the academy’s walls. As James O. Horton, president of the Organization of American Historians, wrote in 2005, “Some might call it a matter of patriotism, that is, an act of education geared to strengthen the social and political fabric of the nation.”3

The Ph.D. in Public History program will offer doctoral training that integrates historical knowledge, scholarly research and writing, and preparing graduates for jobs framed by interaction with the public. These jobs include researching and writing community, government, and corporate histories; establishing and operating archives, records management systems, museums, and historical agencies; conducting historic site interpretation and preservation endeavors; developing heritage tourism; editing historical manuscripts; producing historical documentaries and other media projects, including online documentary and encyclopedic web sites; conducting oral history interviews; serving as independent consultants; and working in government agencies related to historical and heritage issues.

Public History employs a wide variety of applications because, as one Public Historian explained, “People consume history for a variety of reasons: some for nostalgia, some out of academic interest, for personal enrichment, and so on. Public history teaches us that we can’t expect there to be only one message.”4 As a consequence, students wishing to pursue careers in History beyond academia must receive preparation in more than one manner. The Ph.D. in Public History will prepare students well in the skills and methodologies of more traditional History and complement that education with training in a specialized Public History field and additional courses in Public History methodologies and Nonprofit Administration skills.

In training future Public Historians, we are training ambassadors for the historical profession. Their preparation in History empowers them to produce and convey cutting-edge historical

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scholarship into public arenas. Their preparation in Public History enables them to do so with the skills and methodologies required to educate the audiences of academia and beyond.

The proposed doctoral program in Public History will build upon an already established and very well-regarded M.A. program in Public History. The Ph.D. program will be a highly structured, on-campus program with a dissertation and a residency internship that will provide thorough grounding in Public History methodologies, applications, and administration as well as historical research and writing. Graduates will be well prepared to join and succeed in the Public History job market for positions above entry-level, and to compete in the History market for academic positions identified as Public History. Additionally, with the development of the Heritage Preservation track, many graduates will apply their degrees in Public History to cultural and economic development in the private and public sectors.

B. List the educational objectives of the program.

The doctoral program in Public History will produce students who are highly qualified to provide leadership in research, innovation, and development of Public History initiatives in higher education and the private and public sectors. In higher education, they will be qualified for positions in Departments of History. Public History is one of the fastest growing fields in History, and there is a steady demand for qualified applicants. In the private and public sectors, they will be qualified to manage Public History organizations and develop historical content and interpretation for public audiences.

Doctoral students in this program will achieve the following objectives:

1. Pose and solve research problems pertaining to the uses and interpretations of historical knowledge, especially as they apply to Public History venues.

2. Master the central theories and concepts from traditional disciplinary approaches to historiography, historical writing, and public application of historical knowledge.

3. Acquire detailed historical and critical understanding of the changing interpretations of historical knowledge.

4. Gain experience with a variety of research and analytical methods, both quantitative and qualitative, and understand their epistemological orientations and limitations within public history venues.

5. Gain experience in, and detailed historical and critical understanding of, archival management, museum studies, or heritage preservation. (The latter field will give special attention to Public History’s impact on economic development in the private and public sectors.)

6. Apply training in nonprofit administration to Public History venues.

7. Become professional historians who can effectively relate historical and historiographical knowledge to undergraduate, graduate, and public audiences.

8. Become professional historians who are themselves exemplary scholars, effective members of the discipline, and experienced researchers.
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 proposed program is based in the Department of History. Existing programs in that department that will contribute faculty and courses to the doctoral program are the M.A. program in History and the M.A. program in Public History.

Courses: In a recent survey of Public History institutions, the American Historical Association determined that such organizations sought job candidates with good writing and communication skills, appreciation for local history methodologies, an ability to communicate across academic and popular audiences, cooperative attitudes, technical proficiencies, and strong research and critical analysis skills.5 Graduates of NCSU’s M.A. program in Public History develop many (but not all6) of these skills and aptitudes in a delicately balanced curriculum of History and Public History courses, preparing them for jobs in a wide range of non-academic venues, including museums, private and public archives, historic sites, parks, local heritage development offices, and other areas of local, state, and national historical development. The proposed Ph.D. would build upon that carefully balance curriculum of History and Public History courses. Course work in both History and Public History provides the framework for the proposed curriculum (see III Program Requirements below and Appendix I: Program Structure). Several other existing programs that may provide coursework and research complementary to the proposed program include the Ph.D. in Parks, Recreation, and Tourism Management in the College of Natural Resources, and the Graduate Certificate in Nonprofit Management in the Department of Public Administration in the College of Humanities and Social Sciences.

Faculty: The program faculty for the proposed program will be drawn from the Department of History. There are twenty-eight tenured and tenure-track faculty teaching and conducting research in history and historiography. Since the establishment of the M.A. in Public History program in 1982, the NCSU Department of History has taken great pride in the way that the curriculum integrates more traditional History with Public History, developing a curriculum and consequently Public History graduates who are prepared well in historical methodologies as well as Public History skills. For this reason, there is no purely Public History faculty. Rather, some members of the faculty serve dual roles in teaching both History and Public History courses, including museum studies, oral history, and public memory.

Facilities: Although facilities and space are at a premium at NC State’s campus, the program will be able to use existing classroom facilities, computer labs, and facilities available to the entire campus through the NCSU Libraries. Through reallocation of space in the department’s move to Withers Hall, we anticipated accommodating new faculty and teaching assistants.

Other Resources: The Preparing the Professoriate program in the Graduate School will provide a means for doctoral students to enrich and improve their training through a hands-on teaching opportunity under a distinguished faculty mentor who is recognized for his/her teaching skills.


6. Currently, because they are constrained by the 36-credit-hour requirements of the degree, M.A. students do not receive significant preparation in local history methodologies or technical proficiencies, aptitudes that will be developed in the Ph.D.
II. JUSTIFICATION FOR THE PROGRAM—NARRATIVE STATEMENT

A. Describe the proposed program as it relates to:
   1. the institutional mission and strategic plan

According to the mission statement in its new strategic plan, North Carolina State University, while “[e]nhancing its historic strengths in agriculture, science, and engineering with a commitment to excellence in a comprehensive range of academic disciplines,” also “provides leadership for intellectual, cultural, social, economic, and technological development within the state, the nation, and the world.” Furthermore, the Strategic Plan identifies as one of its investment priorities transforming NCSU into a “comprehensive university” by “developing additional outstanding scholarly and teaching programs” in a “broader range of disciplines,” including in the “liberal arts.” The proposed program will not only advance North Carolina State University’s goal of becoming a comprehensive university, it will also provide intellectual leadership in the state, the nation, and the world as well as contribute to economic development in the state.

Expanding leadership: Public History’s disciplinary emergence over the past three decades corresponds with increased governmental, corporate, and public interest in Public History, specifically heritage preservation and interpretation, and its relationship to economic development in the private and public sectors. NC State can prepare graduates to lead the field in managing and developing Public History venues. NC State also can prepare faculty to train new generations of Public Historians. The Ph.D. in Public History will create an innovative approach to developments in Public History application that will contribute to making the Humanities and Social Sciences full partners in the historic mission of NC State. The potential for leadership in this area is great.

Enhancing historic strengths: In highlighting its historic strengths in agriculture, science, and engineering, NC State recognizes the centrality of historic foundations to establishing “excellence in a comprehensive range of academic disciplines.” Just as an understanding of the complexities of the past provide solid foundations for institutional development at NC State, so too does history create context and opportunity for intellectual, cultural, social, economic, and (with the emergence of digital history and online exhibits, encyclopedias, and databases) technological development in local, regional, and national venues. Additionally, over the past decade, heritage tourism and cultural resource management have taken historical preservation and interpretation into the economic realm, binding historical understanding to civic and business planning. Thus we envision a program that will make significant contributions to historical understanding throughout North Carolina’s Public History venues and to the increasing heritage tourism-based nature of North Carolina’s economy. With development of the Heritage Preservation track within the Ph.D., the program will promote knowledge-based public policy as public history venues converge with heritage preservation and tourism planning and management. Annually, over 60 million people visit North Carolina and spend more than $14 billion. Much of this travel is motivated by a desire to experience the natural, historic and cultural resources of a community or region—to facilitate that type of experience is the essence of Heritage Preservation.

The proposed Ph.D. in Public History program also fits into NC State’s strategic plan by building a graduate/professional program in a dynamic and still emerging field that will strengthen NC State’s commitment to a broader, more comprehensive range of disciplines.
2. student demand

Formal estimation of student demand for Ph.D. programs is somewhat difficult and complex. Informal surveys of master’s level students in the department’s Public History program yield highly optimistic numbers (an approximate average of 50 percent indicating some or great interest in Ph.D. training, with 2nd year students and recent alumni showing the highest interest). Complicating these informal numbers, however, is the fact that until the twenty-first century, the M.A. had been the terminal degree in Public History, both here at NCSU and nationally. We are developing this Ph.D. in Public History program early in this professional and disciplinary shift to doctoral work in Public History.

We are unaware of formal national surveys of student interest in Ph.D. offerings in Public History. Program faculty, however, are actively involved in professional organizations that support student development. From this involvement, crude estimates of student demand are feasible. Nationally, there is a surplus of students with strong academic backgrounds who seek advanced training in the discipline, but given the minimal number of available programs, relatively few can be accommodated.

Since there are only two truly comparable programs in the nation (and only seven Ph.D. programs that offer Public History as a specialized track), anecdotal evidence of student demand for such a Ph.D. program in Public History is limited. Email conversations with representatives from the two Ph.D in Public History programs indicate substantial numbers of applications to their programs. As Louis Haas, Director of Graduate Studies in the Department of History at Middle Tennessee State explained, “What we have seen at the moment though, is considerably more interest and applications for this than we have room to grow the program, so we can be fairly selective at the moment.”7 In its first three years, the Ph.D. in Public History program at MTSU has drawn significant applications, admitting twelve the first year and six candidates each for the second and third years. The University of Santa Barbara has offered a Ph.D. in Public History since 2000, receiving an average of twelve applications each year and enrolling an average of three students each year. The program currently has nine students in its “regular” program and seven in its collaborative Ph.D. program with California State University at Sacramento.

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

Graduates of the Ph.D. program in Public History will be prepared for both academic and nonacademic employment of a kind that is becoming increasingly important. In 2003, President George W. Bush signed Executive Order 13287: “Preserve America,” advancing the protection, enhancement, and contemporary use of the historic properties owned by the Federal Government, and . . . promoting intergovernmental cooperation and partnerships for the preservation and use of historic properties.”8 Section 5 of the order acknowledges the growing numbers of visitors to federal historic sites and museums, the continued demand for archival facilities, and the increasing role of heritage preservation to regional and local economic development. Such attention to protection, enhancement, and usages of Public History venues ensures that there will

7. Louis Haas, Director of Graduate Studies, Middle Tennessee State University, to Craig Thompson Friend, Director of Public History, NC State University, 29 June 2006, email in possession of Craig Thompson Friend.

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remain a need for trained Public Historians at the M.A. level and for employees with expanded preparation at the Ph.D.

So too does the boom in public attendance at Public History venues. Local historical societies, reenactments of battles and other historical events, documentary films, Chatauqua and other state-sponsored programs have proliferated over the past two decades. In that same time, the National Park Service has reported record numbers of visitors to its historic sites.

Of course, the majority of jobs in those venues do not require a Ph.D. or even an M.A. Approximately one-quarter of advertised positions specifically require a Ph.D., however. Of the jobs posted between June 2004 and June 2006 on H-Public, a humanities discussion list that serves Public Historians, over 27 percent required a Ph.D., clearly indicating a market for Public History Ph.D.s. (This percentage roughly corresponds with smaller surveys of available jobs listed with national museum and archives organizations, which were at 25%.

The need for a Ph.D. program in Public History has been argued for over a decade. The profession has a strong foundational literature, but there is a need to create greater synthesis and advancement of knowledge. Future employees need to be well grounded in theory and research, able to examine, synthesize, evaluate, apply, and question the growing body of Public History theory that has emerged. Such training will prepare graduates for jobs in both academia and in Public History venues in the public and private sectors.

Slightly over half of the jobs advertised (13 percent of all Ph.D.-required jobs) were in upper-level and administrative-level positions in Public History venues. M.A. graduates from NCSU have been quite successful in gaining employment at entry- or mid-level positions, but when competing for higher profile or leadership positions, they have been less so. Of course, many of these jobs require professional experience beyond the classroom, something that our students can gain only through the normative career path. But over 50 percent of these remaining jobs required a Ph.D., and no evident expectation of years of professional experience. These are the jobs which we are targeting for our Ph.D. graduates: positions as upper-level administrators and policy consultants in both the private and public sectors.

In North Carolina, these jobs will be found in the state’s Department of Cultural Resources and in private venues such as Preservation North Carolina, a non-profit preservation organization, and Legacy Research Inc., an archaeological and historical research group. Determining demand from both the public and private sector in North Carolina is very difficult. However, the Heritage Preservation component of the proposed degree does offer some insight into the potential job market. As heritage tourism has evolved into the fastest growing segment of the state’s travel market, it has become a major component of the economic development efforts for rural and metropolitan areas alike. The State Division of Heritage Tourism works with strategic partners to

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develop and support sustainable efforts that strive to protect, preserve, and promote the state’s natural, historic and cultural resources thereby enhancing the economic well being and quality of life for all North Carolinians. Jobs in this realm—from state-level heritage officers to community level policy makers to private site and museum entrepreneurs—will need to combine Public History expertise and solid historical knowledge and application.

Beyond North Carolina, a sampling of jobs advertised in the last week of September 2006 are indicative of the scope of government and private business venues seeking such professionals: Molex Technologies, Rotary (Clubs) International, Brooklyn Museum, Archdiocese of Chicago, the Ford Motor Company archives, the Knights of Columbus, the Austin Presbyterian Theological Seminary, Vertex Pharmaceuticals Incorporated, Sesame Street Workshop, Library of Virginia, American Historical Society, Cather Foundation (nonprofit literary), Illinois State Historical Society, and even “personal archivist.” As one scholar of Science and Technology recognized, opportunities for Ph.D.s to practice history in the “real world” have increased dramatically over the past two decades, allowing practitioners to enrich their “sense of the contexts of modern scientific and technological practice.”

The remaining Ph.D-required jobs are in academia. In a recent study of the academic job market in History, the American Historical Association concluded that while academic positions were waning, Public History was one of the few “important growth areas in jobs advertised and in the number of history Ph.Ds employed there.” Trends in undergraduate degree production, the programs where these new faculty will teach, show that more students are choosing applied degrees with career relevance, creating increased demand for faculty in Public History. Today, there are over fifty undergraduate programs in the nation that offer a major, concentration, or certificate in Public History. Fifteen years ago, there were none.

There has been as well a proliferation of M.A. programs in Public History. When formally organized in 1982, the M.A. program in Public History at NCSU was one of only a handful specifically designed to train graduate students in Public History. By May 1999, the field had exploded, with sixty-five M.A. programs listed with the National Council on Public History, and several others that offered applied history courses. Today, there are over 115 Public History M.A. programs listed with the NCPH. Since 1999, three schools—the University of California at Santa Barbara/California State University at Sacramento and Middle Tennessee State University—have developed the first Ph.D. programs in Public History as well; and seven others now offer Public History as a concentration at the Ph.D. level.

To staff these programs, universities are seeking scholars trained both in historical methods and


Public History skills. This is a difficult combination to find among Ph.D.s, and the emergence of a few Ph.D. programs that either concentrate or allow specialization in Public History is a response to this need. Our own experience at NCSU in hiring Public History positions has forced a choice between candidates heavily steeped in Public History methodologies but weak on scholarship and candidates rooted in more traditional history methodologies and scholarship who engage Public History as a secondary or even tertiary field. The proposed doctoral program will train students in Public History theory and methods but also instruct them in traditional historical research and writing, creating balanced scholars committed to both the advancement of Public History and continued historical scholarship.

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 Ph.D. in Public History is a direct extension of the existing master’s program in Public History and will be administered as well as instructed by the same faculty. This proposal has been initiated by the program faculty to move the graduate offerings in Public History to the next, most logical level, and to do so at a moment when the field is growing nationally and even internationally. These faculty are available and committed to contribute to the proposed Ph.D. program.

Since the establishment of the M.A. in Public History program in 1982, the Department of History has taken great pride in the integration of more traditional history with Public History, developing a curriculum and consequently graduates who were prepared in historical methodologies as well as Public History skills. Public History students need to be able to integrate basic methodologies and analytical tools from multiple traditional history fields with the knowledge and skills to address societal and communal needs for historic interpretation, preservation, and collection. It is expected that many faculty will be educating Ph.D. level students in much the manner they currently participate in the master’s level program.

Yet, while faculty resources are adequate, additional resources are required to implement and maintain the proposed Ph.D. without weakening current undergraduate and graduate programs in the Department of History. Departmental staff is stretched thin, with the lone student services administrative assistant working for both the undergraduate and graduate programs. Available teaching assistantships meet minimal needs in the department’s M.A. program and cannot be redirected to the Ph.D. level.

Key course offerings that would support the proposed Ph.D in Public History are taught by the Department of History. The scale of the proposed program is not such that it is expected to stress the delivery of the basic core courses that will be taken by the majority of M.A. and Ph.D. students. There are several existing programs that may support components of the Public History doctoral program, and in turn would be complemented by the establishment of the new doctorate. These programs include Public Administration and Parks, Recreation, and Tourism Management.

The Public History doctoral program will attract students from the best undergraduate and graduate programs nationally because of NCSU’s strong reputation for Public History education. These students will strengthen the graduate culture within the Department of History, expanding the awareness of master’s level students to the quality of educational opportunity at NCSU.
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.

There are no Ph.D. programs in Public History in North Carolina. UNC-Charlotte, UNC-Greensboro, UNC-Wilmington, and Appalachian State University offer M.A. programs in Public History.

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.

Although no other Ph.D. programs in Public History exist in the UNC system, it is important to note why—when there are five M.A. programs in Public History in the system—it is necessary to develop a higher degree in the field. Increasingly, graduates with an M.A. in Public History are finding the job market restricted to entry-level positions, many secretarial in nature. Unfortunately, advertisements for such jobs often require only a B.A., so graduates are not always directly benefiting from their M.A. degree. This situation is quite different from the natural expectation of beginning in a lower-level position and working one’s way up the professional ladder. Nearly one-third of these jobs advertised over the past two years are part-time or temporary positions. Graduates seeking career advancement would have to return to school to pursue a Ph.D. after they become employed, adding multiple years to their career development.

There are only two Ph.D. in Public History programs in the nation, and only seven institutions that offer a Ph.D. in History with a Public History concentration. This makes comparisons difficult. Significantly, all of these programs have emerged within the past seven years, but even with recent origins, they have certain advantages that we will need to develop. Notably, over half of the programs dedicate resources to visiting professors, partnership collaborations, and developing opportunities for student projects and scholarship.

With dedicated funding and a clear vision, the NCSU Public History Ph.D. program can compare very favorably and even exceed these models. While Archives and Museum Studies are offered at other programs, NCSU would be the only institution in the nation offering Heritage Preservation as a Public History field. Initial discussion with Dr. Jeff Crow, Deputy Secretary of North Carolina’s Office of Archives and History, has been promising as to establishing long-term partnerships and student internships. We are in the early stages of creating comparative global experiences for students: an international exchange program with the Indian Trust for Art and Cultural Heritage in Delhi, India, and travel opportunities in research and Public History projects in England, Canada, and the United States. We are in the planning and early implementation stages of several Public History projects—the NCSU Historic Marker project, the NC Church Records Preservation Project, and the NCSU Desegregation Oral History project. We are exploring possibilities for summer workshops for Public History professionals. An
alumni newsletter has been produced, and an NCSU Public History Association will be formed to facilitate networking for students and fundraising for student research and conference travel.

The greatest advantage that our students will gain over students at other comparable programs, however, is a more complete and balanced preparation in History and Public History. Other programs function as extended M.A. programs in which students, having ostensibly received a sufficient amount of historical knowledge, delve more deeply into the specific Public History field(s) that they have selected. Our program will produce unique graduates who are strong in History, and versed in a Public History field with minor knowledge in other Public History fields and Nonprofit Administration.

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.

There are no substantially similar programs at other UNC institutions, although student enrollment in Public History M.A. programs in the system does suggest a consistent demand.

<table>
<thead>
<tr>
<th></th>
<th>NCSU</th>
<th>UNC-C</th>
<th>UNC-G</th>
<th>UNC-W</th>
<th>App.St.U.</th>
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<td>M.A.</td>
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<td>20</td>
<td>22</td>
<td>18</td>
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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:

Assumptions: Four new full-time students in each year; first student matriculate in the fourth year. It is anticipated that at least two of the student indicated in the first year will be new students to NCSU and that students indicated in succeeding year estimates will be new students to NCSU programs. We do not project part-time students because of the nature of the research and internship required for the program.

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<thead>
<tr>
<th></th>
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<td>Full-time</td>
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<td>8</td>
<td>12</td>
<td>16</td>
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<tr>
<td>Part-time</td>
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<td>0</td>
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<tr>
<td>TOTALS</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
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</table>

Please indicate the anticipated steady-state headcount enrollment after four years:
Full-time _____16_____ Part-time _____0_____ Total _____16_____  

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).

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<thead>
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<th>Year</th>
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<th>Doctoral</th>
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<td>Category I</td>
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<td></td>
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<td>Category IV</td>
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<td>Category II</td>
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Year 1: 4 first year students
Year 2: 4 first year students, 4 second year students
Year 3: 4 first year students, 4 second year students, 4 third year students
Year 4: 4 first year students, 4 second year students, 4 third year students, 4 fourth year students
Steady state: 4 first year students, 4 second year students, 4 third year students, 4 fourth year students

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.

While there are over 115 institutions that have graduate programs in Public History, only the collaborative program at University of California at Santa Barbara/California State University at Sacramento and the program at Middle Tennessee State University offer the
doctorate in Public History. Seven other institutions offer a Ph.D. in History with a specialization in Public History: Arizona State University, University of California at Riverside, New York University, University of South Carolina, University of Toledo, Washington State University, and Western Michigan University.

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.**

Consultations, specifically about student demand and enrollment, were made with the Ph.D. in Public History program at the University of California at Santa Barbara and the program at Middle Tennessee State University.

Current numbers of faculty and graduate enrollment at comparable Public History programs:

<table>
<thead>
<tr>
<th>University</th>
<th>Graduate Faculty</th>
<th>M.A. candidates</th>
<th>Ph.D. candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSB/CSUS</td>
<td>53</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>MTSU</td>
<td>31</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>NCSU</td>
<td>29</td>
<td></td>
<td>(16 anticipated)</td>
</tr>
</tbody>
</table>

**B. Admission. List the following:**

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

Students indicating an interest in a Ph.D. in Public History will be considered after making application to the Graduate School. A completed application consists of a program application form, a letter of intent and interest, official transcripts from recognized institutions of higher education, scores on the Graduate Record Examination, a personal interest statement, academic writing sample, and three letters of recommendation.

Applicants will hold or be a candidate for a Bachelor’s degree or Master’s degree from a four-year college or university. While students who have majored in history will be best suited for the program, applicants with some exposure to the History discipline will be considered.

Typical GRE scores are a minimum of 600 in verbal and quantitative, and 5 on the analytical section.

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

Program application form.
Letter of intent and interest, including academic accomplishment and a statement of goals, addressing particular interest in the NCSU program and its relationship to career plans.
Two copies of official transcripts.
Report of GRE scores.
Academic writing sample.
C.  **Degree requirements.  List the following:**

1.  **Total hours required.**  Major.  Minor.

72 hours, includes 18 credit hours in Public History, 27 credit hours in History, 9 credit hours of elective focus, 6 credit hours in internships, and 12 credit hours of dissertation research and preparation.

An outline of the proposed curriculum and a sample schedule for a student with a teaching assistantship are provided in Appendix I.

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

100 percent.

3.  **Grades required.**

The Graduate School requires graduate students to maintain a 3.0 GPA.

4.  **Amount of transfer credit accepted.**

Doctoral degrees at North Carolina State University require a minimum of 72 graduate credit hours beyond the bachelor’s degree. For a student who has a master’s degree from a university other than NC State, a maximum of 18 hours of relevant graduate credit from the master’s degree may be applied toward this minimum, upon the recommendation of Graduate Committee. If a student completes a master’s degree at NC State and continues for a doctoral degree without a break in time, up to 36 credit hours taken while in master’s status may be used to meet minimum requirements for the doctoral degree, upon the recommendation of the Graduate Committee. No minor will be established in Public History at the Ph.D. level. (Graduate Administrative Handbook § 3.1 E)

Students may not transfer courses into the Ph.D. program (including those taken as PBS status courses).

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

The Graduate School requires doctoral students to have two residence credits in consecutive semesters. Residence credits at the rate of 1 credit for full-time enrollment @ 9 credit hours, 2/3 credit for part-time enrollment @ 6-8 credit hours, and 1/3 credit for part-time enrollment @ fewer that 6 credit hours. (Graduate Administrative Handbook § 3.15 D)

Plan of Work with course plan, committee, and dissertation topic submitted to Graduate School after 12 credit hours.  (Graduate Administrative Handbook § 3.3 C)

Comprehensive examination (written and oral components) after completion of coursework.

Dissertation research (minimum of 3 credit hours in supervised research and 6 credit hours of dissertation research).
Successful oral dissertation defense.

(See details of research component including exams and dissertation in Appendix II).

6. **Language and/or research requirements.**

A student may fulfill this requirement by 1) enrolling in and passing a course offered by the Department of Foreign Languages and Literatures with a 401 number, or 2) passing a two-part, two hour language exam of the Graduate School Foreign Language Testing Program.

7. **Any time limits for completion.**

All students admitted to doctoral programs at NCSU are allowed a maximum of six calendar years from admission to the program to attain candidacy for the degree and a maximum of ten calendar years to complete all degree requirements. (Graduate Administrative Handbook § 3.4 B)

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**

NC State University’s numbering system designates 500- and 600-level courses for master’s students, and 700- and 800-level courses for doctoral students. In addition, 500- and 700-level courses are taken for letter grades, and 600- and 800-level courses are graded S/U.

**Existing Courses**

- HI 500 - Civilizations of the Ancient Near East
- HI 504 - Rome to 337 A.D.
- HI 505 - History and Archaeology of the Roman Empire
- HI 506 - From Roman Empire to Middle Ages
- HI 507 - Islamic History to 1798
- HI 509 - The High Middle Ages
- HI 510 - Italian Renaissance
- HI 511 - The Protestant and Catholic Reformation of the 16th Century
- HI 514 - France in the Old Regime
- HI 515 - Revolutionary Europe
- HI 518 - Fascist Italy and Nazi Germany
- HI 519 - Modern European Imperialism
- HI 520 - European Diplomatic History
- HI 521 - European Intellectual History: The Eighteenth Century
- HI 522 - European Intellectual History: The 19th Century
- HI 523 - Women in European Enlightenment
- HI 525 - Tudor and Stuart England
- HI 529 – 20th Century Britain
- HI 530 - Modern France
- HI 531 - Germany: Luther to Bismarck 1500-1871
- HI 532 - History of Germany Since 1871
- HI 538 - The Russian Empire to 1917
- HI 539 - History of the Soviet Union and After
- HI 540 - American Environmental History
HI 541 - Colonial and Revolutionary U.S.
HI 542 - Creating the Constitution: Origins and Development
HI 543 - U.S. Constitutional History to 1883
HI 544 - U.S. Constitutional History Since 1870
HI 546 - Civil War and Reconstruction
HI 547 - History of American Women to 1900
HI 548 - American Women in the Twentieth Century
HI 549 - U.S. Labor To 1900
HI 550 - U.S. Labor Since 1900
HI 551 - The Vietnam War
HI 552 - Recent America
HI 553 - U.S.-Latin American Relations Since 1823
HI 554 - History of U. S. Foreign Relations, 1900-Present
HI 555 - History of the Civil Rights Movement
HI 556 - Early American Thought
HI 557 - Twentieth-Century U.S. Intellectual History
HI 558 - Modern American Historical Biography
HI 560 - American Religion after Darwin
HI 561 - Civilization of the Old South
HI 562 - Social History of the New South
HI 564 - Topics in the History of North Carolina
HI 569 - Latin American Revolutions in the Twentieth Century
HI 571 - Revolutionary China
HI 572 - The Rise of Modern Japan, 1850-Present
HI 573 - Japan's Empire in Asia, 1868-1945
HI 575 - History Of the Republic Of South Africa
HI 576 - Leadership In Modern Africa
HI 579 - African (sub-Saharan) in the Twentieth Century
HI 580 - Scientific Revolution: 1300-1700
HI 581 - History of Life Sciences
HI 582 - Darwinism in Science and Society
HI 583 - Science and Religion in European History
HI 584 - Science in European Culture
HI 585 - History of American Technology
HI 586 - History and Principles of the Administration of Archives and Manuscripts
HI 587 - Application of Principles of Administration of Archives and Manuscripts
HI 588 - Conservation of Archival and Library Materials
HI 589 - Automation and Public History
HI 590 - Documentary Editing
HI 591 - Introduction to Museology
HI 592 - Advanced Museology
HI 593 - Material Culture
*HI 596 - Introduction to Public History
*HI 597 - Historiography and Historical Method
*HI 598 - Historical Writing
HI 599 – Independent Study
*HI 642 - Practicum in Public History

New courses proposed and descriptions
Ph.D. in Public History  
Request for Authorization to Establish a New Degree Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 5xx</td>
<td>Methods in Local and Community History</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>An intensive inquiry into source materials for local and community history and the unique problems associated with the subfield.</td>
<td></td>
</tr>
<tr>
<td>HI 5xx</td>
<td>Digital History</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>An introduction to the changes that new media and technologies bring to historical research, writing, presentation, and teaching. Examination of theoretical literature on hypertext and the state of historical work—by scholars, teachers, archivists, museum curators, and popular historians—on the World Wide Web.</td>
<td></td>
</tr>
<tr>
<td>HI 5xx</td>
<td>Historical Museum Exhibits and Interpretation</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>An examination of the issues and problems in the interpretation of material objects in museums and historic sites, with special emphasis on the development of an interpretive exhibit. Field trips.</td>
<td></td>
</tr>
<tr>
<td>HI 5xx</td>
<td>Heritage Interpretation and Marketing</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>A comprehensive introduction to cultural heritage tourism. The presentation includes an overview of cultural heritage tourism trends, demographics of cultural heritage travelers, and an in-depth look at the Five Principles and Four Steps developed by the National Trust for Historic Preservation for successful and sustainable cultural heritage tourism.</td>
<td></td>
</tr>
<tr>
<td>HI 5xx</td>
<td>Cultural &amp; Historic Resource Management</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>An examination of how cultural resources are preserved and managed under current American laws and regulations, with particular emphasis on historic properties, such as historic buildings and archaeological sites. Special attention will be given to the areas of legislative mandates, contract surveying and management, and public education. Field trips.</td>
<td></td>
</tr>
<tr>
<td>HI 5xx</td>
<td>Fundamentals of Historic Preservation</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>An examination of the preservation process, including the history of historic preservation, the development of preservation administrative systems, and preservation research methods and strategies. Field trips.</td>
<td></td>
</tr>
<tr>
<td>*HI 7xx</td>
<td>Research Seminar in American History</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>Original research in primary sources in American History.</td>
<td></td>
</tr>
<tr>
<td>*HI 7xx</td>
<td>Research Seminar in European History</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>Original research in primary sources in European History.</td>
<td></td>
</tr>
<tr>
<td>*HI 7xx</td>
<td>Research Seminar in World History</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>Original research in primary sources in World History.</td>
<td></td>
</tr>
<tr>
<td>* HI 7xx</td>
<td>Research Seminar in Public History</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>Required in the second semester of doctoral course work, this seminar engages students in research in original sources to help students refine a dissertation topic and produce a prospectus.</td>
<td></td>
</tr>
<tr>
<td>* HI 8xx</td>
<td>Residency Internship</td>
<td>variable cr. hrs.</td>
</tr>
</tbody>
</table>
Other courses (preassigned by the Graduate School):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 885</td>
<td>Doctoral Supervised Teaching</td>
<td>variable</td>
</tr>
<tr>
<td></td>
<td>Teaching experience under the mentorship of</td>
<td>cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>faculty who assist the student in planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for the teaching assignment, observe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and provide feedback to the student during</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the teaching assignment, and evaluate the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>student upon completion of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assignment.</td>
<td></td>
</tr>
<tr>
<td>HI 890</td>
<td>Doctoral Preliminary Examination</td>
<td>variable</td>
</tr>
<tr>
<td></td>
<td>For students who are preparing for and taking</td>
<td>cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>written and/or oral preliminary exams.</td>
<td></td>
</tr>
<tr>
<td>* HI 893</td>
<td>Doctoral Supervised Research</td>
<td>variable</td>
</tr>
<tr>
<td></td>
<td>Instruction in research and research under</td>
<td>cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>the mentorship of a member of the Graduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty.</td>
<td></td>
</tr>
<tr>
<td>HI 895</td>
<td>Doctoral Dissertation Research</td>
<td>variable</td>
</tr>
<tr>
<td></td>
<td>Dissertation research.</td>
<td>cr. hrs.</td>
</tr>
<tr>
<td>HI 899</td>
<td>Doctoral Dissertation Preparation</td>
<td>variable</td>
</tr>
<tr>
<td></td>
<td>For students who have completed all credit</td>
<td>cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>hour, full-time enrollment, preliminary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>examination, and residency requirements for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the doctoral degree, and are writing and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>defending their dissertations.</td>
<td></td>
</tr>
</tbody>
</table>

Consultation with other programs for required courses

Two potential courses are offered in another program: PA 539 – Fund Development (3 cr. hrs.) and PA 640 – Grant Writing (1 cr. hr.). In consultation with Prof. Elizabethann O’Sullivan, chair of the Department of Public Administration, and Barbara Metelsky, Director of the Institute for Nonprofits. (See Appendix III for letters of support.)

Within the Heritage Preservation track, students will be required to take one course offered by the College of Parks, Recreation, and Tourism. This has been prepared in consultation with Prof. Doug Wellman, head of the department. (See Appendix III for letter of support.)

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Gilmartin</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Owen Kalinga</td>
<td>Professor</td>
</tr>
<tr>
<td>David Ambaras</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Ross Bassett</td>
<td>Professor</td>
</tr>
<tr>
<td>Michael Allen</td>
<td>Professor</td>
</tr>
<tr>
<td>Matthew Booker</td>
<td>Professor</td>
</tr>
</tbody>
</table>
Academic vitae for the Program Faculty are included in Appendix IV. The quality of this faculty is excellent. Many are leaders in their fields of research, and their contributions to the professional literature are exceptional. Among them, these faculty have received seventeen college and university teaching awards, and the department won the first NCSU Departmental Award for Teaching and Learning Excellence in 2000. Additionally, eight faculty members have received national publication awards. They have experience directing master’s theses, and many have directed doctoral dissertations at previous institutions or as external members of committees at NC State or other institutions.

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.

The main new teaching responsibilities for the proposed program will be covered by current faculty who will teach the five new required doctoral courses. Some of the undergraduate courses that these faculty have been teaching will be taught by TAs. New resources for the TAs are included in the budget. Neither the Director of Public History nor the Director of Graduate Programs will require additional administrative time. The Department of History has notable undergraduate and master’s level enrollments already, however, and the development of the Heritage Preservation track will require the hiring of up to two additional faculty to support it and the doctoral program generally.

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

An assistant faculty line in Public History is requested in the Compact Plan for 2006-2007. In addition, the proposed program would require investment in a full professor or strongly qualified associate professor line to complement and strengthen the degree’s reputation. As previously noted, there are no designated Public History faculty. Faculty who teach Public History also teach History, so the hire of a scholar whose work has been specifically in Public History theory and methodologies will bring greater weight to the curriculum. The three initiatives in the College Compact Plan are 1) Building a Faculty for the 21st Century, 2) Expanding Interdisciplinary Educational Opportunities, and 3) Raising the College Profile in Graduate Education and Research. The addition of these two lines will support two of the three initiatives and is therefore a very high College priority.
D. **Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.**

The new doctoral program will require adjustments in the teaching assignments and research programs of those faculty who are closely involved. Directing the research of doctoral students requires substantial faculty time and commitment of faculty research effort. Course loads for program faculty will be determined by the numbers and types of students they are teaching and their service as dissertation advisors or on dissertation committees in any given semester. Generally program faculty teaching load will vary from 3-2 to 2-2. The CHASS Dean’s Office is committed to ensuring that department budgets permit adjustments of teaching loads for those involved in direct student research. The small number of students relative to the available faculty, however, will prevent overloading any faculty members with too many dissertations to direct.

Faculty research should be enhanced by the opportunity to work with advanced students; in particular, their ability and incentive to bring in grants for sponsored research will be greatly increased by the availability of doctoral students to work with them on the research. In turn, grant support can assist in decreasing teaching loads.

V. **Library**

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

Ranked 32nd of the 112 university members of the Association of Research Libraries, NC State University Libraries holds more than 3.1 million print volumes and more than 5 million microforms. NCSU Libraries offers significant research-level holdings in Public History. Of fourteen subcategories compared to collections at the Ph.D. in Public History degree programs at Middle Tennessee State University and the University of California at Santa Barbara/California State University at Sacramento, NCSU fell at or above the mean average in nine areas, housing at least 80 percent of common holdings. These areas of strength are: antiquities preservation, oral history, material culture, geographical tourism, architectural history, decorative arts, arts exhibition, authorship & criticism (for documentary editing), and archives (Z class).

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?**

The library holdings, specifically in books, will need to be enlarged in museum studies, heritage preservation, and archives (other than Z class) to match holdings at the comparable institutions and reflect continued scholarship in the discipline.

C. **Discuss the use of other institutional libraries.**

Since the Libraries is a member of the Triangle Research Libraries Network, NCSU students and faculty also have access to the holdings of our partner institutions—the University of North Carolina at Chapel Hill, Duke University, and North Carolina Central University. The total collections easily available for searching and access amounts to 16.5 million volumes.
Situated in Raleigh, the program will also be enhanced by access to and programmatic development with the State Archives and the Library of the State Supreme Court, as well as existing relationships with the School of Information and Library Sciences at the University of North Carolina at Chapel Hill and the School of Library and Information Sciences at North Carolina Central University.

VI. FACILITIES AND EQUIPMENT
A. Describe facilities available for the proposed program.

Foremost is the tradition and reputation of the Master of Arts in Public History program that has existed at NC State since 1982. As one of the oldest and most established programs in the nation, the program has enjoyed an employment rate among its graduates of over 90 percent through the 2000-2001 academic year, and 71 since 2001.

The Ph.D. in Public History program will also be enhanced by proximity to divisions of the North Carolina Office of Archives and History—the North Carolina Museum of History, the Historic Preservation Office, the Office of State Archaeology, Historical Publications, the Highway Marker Program, and a range of historic sites and museums—and local resources (including Wake County Parks, multiple private museums, and private Cultural Resource Management organizations).

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.

With the exception of needs to strengthen several subcategories in the library, facilities are adequate to initiate the program and maintain it over the first decade.

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

In its move to Withers Hall, the Department of History has developed a computer lab for training in Archival Automation, Museum Cataloguing software, Digital History, and Oral History. Maintenance of this lab is the only technological need for the program.

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

We do not seek new facilities or equipment.

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.

As with the M.A. in Public History, the Ph.D. in Public History program will be administered jointly by the Director of Graduate Studies (who oversees bureaucratic issues and relations with the Graduate School) and the Director of Public History (who oversees academic and curricular issues, including course development, student recruitment, and alumni relations).
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.

There are no accrediting agencies in Public History. Because the new degree program is at a level already authorized for NCSU, consultation with SACS is not required.

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 fields central to the proposed program are those in the Department of History: History and Public History. The faculties in these areas have strong research records and are experienced in graduate education through their master’s programs and through the service of many faculty on doctoral committees at their previous institutions, and as external committee members for programs at NC State University as well as other institutions.

Beyond the Department of History, students may draw on supporting fields in the Department of Parks, Recreation, and Tourism Management, and the Department of Public Administration. These are strong, well-established fields at NC State, and our expectation is that the relatively
small numbers of our students who will be interested in each of the multiple possibilities for elective courses will not overburden any supporting field. On the contrary, we hope that the addition of our program will provide courses for doctoral students from these programs to take, and that there will be mutual opportunities for productive interaction among fields through the graduate students. Letters of support from the programs mentioned are included in Appendix III.

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

NC State’s proximity to the divisions of the North Carolina Office of Archives and History—the North Carolina Museum of History, the Historic Preservation Office, the Office of State Archaeology, Historical Publications, the Highway Marker Program, and a range of historic sites and museums—and local resources (including Wake County Parks, multiple private museums, and private Cultural Resource Management organizations) provides excellent geographical and intellectual context for the proposed program. Given the already established links between the existing masters programs, departmental internship programs, and area organizations, opportunities for doctoral students abound.

Additionally, already existing relationships with the School of Information and Library Sciences at the University of North Carolina at Chapel Hill and the School of Library and Information Sciences at North Carolina Central University will be enhanced by the inclusion of doctoral level students, as will a potential relationship with the Curriculum in Folklore at the University of North Carolina at Chapel Hill. Proximity to the Research Triangle Park and NC State’s on-campus collaborations through Centennial Campus provide opportunities for exploring private business archives and exhibitions.

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.
The proposed PhD in Public History will require substantial new resources, and while we can expect to be able to attract some smaller grants from the National Endowment for the Humanities and state agencies that may see the connection between Heritage Tourism, museums and economic development, we can neither establish nor sustain the program on the basis of extramural sources. However, as the projections below indicate, the enrollment increase funds generated by the students in the program will produce nearly enough money to cover the costs.

The major new costs are for:

- An additional student services assistant to support the graduate program. At present, we have one student services assistant to support 400 undergraduate majors and nearly 80 MA students.

- Two new faculty: an assistant professor and either a senior associate or full professor. Currently, all of the faculty in the Public History program are engaged as well in the academic history program. We have included the assistant professor line in our previous compact plan requests, and we will be including both lines in our new compact plan request with the expectation that support for this PhD program will be given a high priority in the College’s compact plan. We have also previously requested that the line of a retiring full professor in history of the American South be recategorized as an assistant professor of Native American History. Given the strong interest in Native American Public History, return of this line to the department as part of the College’s regular allocation of open lines would complement the two additional lines requested.

- Teaching Assistantships (and attendant tuition and fringe costs): We have requested funding in the first year for 4 PhD teaching assistantships. Our cost projections assume that after one year in the program, returning students would qualify for in-state tuition waivers, and our budget estimates reflect that assumption. In Years 3 and 4, we anticipate that, owing to the revision of General Education Requirements, our demand for NTT faculty will be reduced and we will be able to reallocate enough monies from part-time teaching to support two of the Teaching Assistantships. Finally, we anticipate but cannot confirm at this point, that we will be able to obtain paid internships for 2-4 of the PhDs per year in various state agencies such as the State Historical Museum and State Archives. These internships offer a potential source of extramural funding that would permit us to draw less extensively on funding from the University. Students who could not complete their degree in four years would in the fifth year be funded by being hired as instructors with funds currently used for NTT faculty drawn from neighboring institutions.

As explained elsewhere in this proposal, upon its establishment this program will immediately be one of the pre-eminent PhD’s in Public History in the United States. However, it must be reiterated that external funds will be supplemental only. The program cannot be begun or sustained without substantial support from the University. Nonetheless, having the PhD program will facilitate our obtaining funds from other sources such as an NCSU certificate program in Public History.
**Ph.D. in Public History**  
Request for Authorization to Establish a New Degree Program

---

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

**INSTITUTION: NC STATE UNIVERSITY**  
**DATE: 10/2/06**

Program: (API#, Name, Level) **Public History**  
Degree to be Granted: **PhD in Public History**  
Program Year 1

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### 101 Regular Term Instruction

- **1210 SPA Regular Salaries**
  - Student Services Asst IV $29,935.00

### 1310 EPA Academic Salaries

- Full Professor $80,000.00
- Assistant Professor $50,000.00
- 4 Teaching Assistantships $56,000.00
  @$14,000 per TA

### 1800 Benefits

- Graduate Student Fringe (13%) $7,280.00
- Faculty/Staff Fringe (23%) $36,785.05

### 2000 Supplies and Materials

### 3000 Current Services

### 4000 Fixed Charges

### 5000 Capital Outlay

### 6000 Tuition

- 2 TA (in-state) $11,986.00
- 2 TA (out-of-state) $36,082.00

**TOTAL REGULAR TERM INSTRUCTION** $308,068.05

### 151 Libraries

**TOTAL LIBRARIES**

**TOTAL ADDITIONAL COSTS** $308,068.05

*BASED ON A CALCULATION OF 72 STUDENT CREDIT HOURS * $1595.72 (THE VALUE PER CREDIT HOUR OF A CATEGORY I PH.D. STUDENT*
### Summary of Estimated Additional Costs for Proposed Program/Track

**Institution:** NC State University  
**Date:** 10/2/06  
**Program:** (API#, Name, Level) Public History  
**Degree to be Granted:** PhD in Public History  
**Program Year:** 2

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*Based on a calculation of 144 student credit hours * $1595.72 (the value per credit hour of a Category I Ph.D. Student*
## SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

**INSTITUTION:** NC STATE UNIVERSITY  
**Program:** (API#, Name, Level) Public History  
**Degree to be Granted:** PhD in Public History  
**Program Year:** 3

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*BASED ON A CALCULATION OF 216 STUDENT CREDIT HOURS * $1595.72 (THE VALUE PER CREDIT HOUR OF A CATEGORY I PH.D. STUDENT*
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

**INSTITUTION:** NC STATE UNIVERSITY  
**DATE:** 10/2/06  
**Program:** (API#, Name, Level) Public History  
**Degree to be Granted:** PhD in Public History  
**Program Year:** 4

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*Based on a calculation of 288 student credit hours * $1595.72 (the value per credit hour of a Category I Ph.D student)
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

Criteria used to evaluate the program will be based primarily on the Comprehensive Graduate School Review: The proposed program will engage in the assessment process proscribed by the Graduate School, including the eight-year review and site visit. As part of this review process, the program will produce a self-study as defined in the “Revised Format for the Self-Study Report” (http://www.fis.ncsu.edu/grad_publicns/program_review/). In addition to general information, history, mission statement, and objectives, the self-study reports measurable outcomes of the program, faculty quality and distribution, student enrollment and quality, and teaching/research participation. Program outcomes are measured using the following criteria:

• current research
• national comparisons
• external research support
• research development
• community service, extension, and engagement
• graduate student involvement in community service, extension, and engagement

B. Measures to be used to evaluate the program:

In addition to those measures stipulated in the Graduate Program Review, the program will engage in a process of continuous data-gathering and assessment based on the establishment of program outcomes and quality indicators. Measures may include but are not limited to the following:

• student evaluation
• annual focus groups and/or surveys of program faculty
• performance of students on prelims
• exit interviews with graduating students or those who leave the program
• periodic alumni surveys
• periodic surveys of graduates’ employers
• data on job success rates of graduates
• data on student professionalization, including publications and conference papers

C. Projected productivity levels (number of graduates):

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</table>

29
Ph.D. in Public History
Request for Authorization to Establish a New Degree Program

(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.

Professor Louis Haas, Director of Graduate Studies, Department of History, Peck Hall Rm. 223, MTSU Box 23, Middle Tennessee State University, Murfreesboro, TN 37132; lhaas@mtsu.edu; 615-898-5828

Professor Randy Bergstrom, Director of Public History, Department of History, HSSB 4216, University of California at Santa Barbara, Santa Barbara, CA 93106; bergstro@history.ucsb.edu; 805-893-2644

Professor Rebecca Conard, Director of Public History, Department of History, Peck Hall Rm. 262, MTSU Box 23, Middle Tennessee State University, Murfreesboro, TN 37132; rconard@mtsu.edu; 615-898-2423

Professor Constance B. Schulz, Co-Director of Public History, Department of History, 134 Gambrell Hall, University of South Carolina, Columbia, SC 29208; schulz@sc.edu; 803-777-4854

Professor Paul Mattingly, Director of Program in Public History, Department of History, King Juan Carlos I of Spain Building, 53 Washington Square South, 7th Floor, New York University, New York, NY 10012; phm2@nyu.edu; 212-998-8631

E. Plan for evaluation prior to fifth operational year.

The Graduate School at NC State has recently adopted a new 8-year program review process. See the description available at http://www.fis.ncsu.edu/grad_publicns/program_review/review.htm.

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: August 2008

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

Chancellor: __________________________
Appendix I

Proposed Curriculum Guidelines and Courses

1. At least two residence credit points secured in continuous semesters’ residence as a graduate student at the University.

2. Doctoral degrees at North Carolina State University require a minimum of 72 graduate credit hours beyond the bachelor’s degree. For a student who has a master’s degree from a university other than NC State, a maximum of 18 hours of relevant graduate credit from the master’s degree may be applied toward this minimum, upon the recommendation of Graduate Committee. If a student completes a master’s degree at NC State and continues for a doctoral degree without a break in time, up to 36 credit hours taken while in master’s status may be used to meet minimum requirements for the doctoral degree, upon the recommendation of the Graduate Committee.

3. Each student must complete a Plan of Work in the first semester of enrollment.

4. A grade of B- or better is required for all coursework included in the Plan of Work.

5. Students may not take 400-level courses or lower as part of the credit-hour requirements.

6. Students may not transfer courses into the Ph.D. program (including those taken as PBS status courses).

7. A preliminary comprehensive examination (written and oral components), a dissertation, and a successful dissertation defense are required for the Ph.D. degree.

8. Ph.D. students choose a general field, a concentration field, a Public History field, and electives, all planned in consultation with the Director of Public History. The Public History field, which provides the topical foundation for the dissertation, shall be one of the following: Archival Management, Museum Studies, Heritage Preservation. The general field must be geotemporally defined; for example, Early American History, Modern American History, Early Modern Europe, Southeast Asia. Courses for the general field may not be double-counted for the concentration field. The concentration field must be thematically defined. The department is particularly strong in the history of law and political culture; the history of race and ethnicity; the history of women and gender; intellectual history; the history of science, technology, and the environment; the history of religions; the history of labor and labor movements; and the history of frontiers. Courses for the concentration field may not be double-counted for the general field.
Proposed Curriculum

Core requirements (12 hrs.)

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<tr>
<td>HI 597</td>
<td>Historiography</td>
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<tr>
<td>HI 598</td>
<td>Historical Writing</td>
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<tr>
<td>HI 642</td>
<td>Practicum</td>
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</table>

General Field (12 hrs.) in a geotemporal field (i.e.—Early American History, Modern American History, Early Modern Europe, Southeast Asia)

at least 3 hrs. must be in 700-level seminars

Concentration Field (9 hrs.) in a thematic field (i.e.—the history of women and gender; intellectual history; the history of science, technology, and the environment)

6 hrs must be geotemporally distinct from the General Field

at least 3 hrs. must be in 700-level seminars

Public History Field (15 hrs.)

#HI 7xx Seminar in Public History

and four courses in one of the following categories:

Archival Management

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<td>HI 589</td>
<td>Automation and Public History</td>
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<td>HI 588</td>
<td>Conservation of Archival and Library Materials</td>
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Museum Studies

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<td>Advanced Museology</td>
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<td>HI 593</td>
<td>Material Culture</td>
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<td>Historical Museum Exhibits and Interpretation</td>
</tr>
</tbody>
</table>

Heritage Preservation

#HI 5xx Heritage Interpretation and Marketing

#HI 5xx Cultural & Historic Resource Management

#HI 5xx Fundamentals of Historic Preservation

and one course from outside the discipline:

PRT 520 Concepts of Travel and Tourism
PRT 531 Introduction to Geographic Information Science
PRT 555 Environmental Impacts of Recreation and Tourism
Electives (9 hrs.)
*at least 3 hrs. must be taken in each category.*

**Public History Content**
- HI 590 Documentary Editing
- HI 559 History and Memory
- HI 595 Oral History
- #HI 5xx Methods in Local and Community History
- #HI 5xx Digital History

**Administrative Preparation**
- PA 539 Fund Development (2 cr.) & PA 640 Grant Writing (1 cr.)
- PA 535 Problem Solving for Public and Nonprofit Managers
- PA 531 Human Resource Management in Public and Nonprofit Organizations
- PA 532 Contract Negotiation and Mediation
- other comparable and appropriate management courses

**Residency (6 hrs.)**
- #HI 8xx Residency Internship

**Written and Oral Examination**
Written and oral exams in general, concentration, and Public History fields.

**Foreign Language Proficiency**
A student may fulfill this requirement by 1) enrolling in and passing a course offered by the Department of Foreign Languages and Literatures with a 401 number, or 2) passing a two-part, two hour language exam of the Graduate School Foreign Language Testing Program. In extraordinary circumstances, a student may petition the Director of Graduate Programs to waive this requirement.

**Doctoral Examination and Dissertation (9 hrs.)**
- HI 893 Doctoral Supervised Research
- HI 895 Doctoral Dissertation Research (6 hrs.)

**Courses to be developed**
(* indicates required courses for the Ph.D.)

- HI 5xx Historical Museum Exhibits and Interpretation
- HI 5xx Heritage Interpretation and Marketing
- HI 5xx Cultural & Historic Resource Management
- HI 5xx Fundamentals of Historic Preservation
- HI 5xx Methods in Local and Community History
- HI 5xx Digital History
- *HI 7xx Seminar in Public History* } students will be required to select two
- *HI 7xx Seminar in American History* } of these four courses, but all four must be
- *HI 7xx Seminar in European History* } developed to accommodate
- *HI 7xx Seminar in World History* } programmatic needs
- *HI 8xx Residency Internship*
## Sample Schedule for Ph.D. student in Public History

<table>
<thead>
<tr>
<th>Year/semester</th>
<th>Status/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>One: fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core 1: Historiography</td>
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<tr>
<td></td>
<td>Core 2: Intro to Public History</td>
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<tr>
<td></td>
<td>PH 1: Archives I</td>
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<tr>
<td>One: spring</td>
<td></td>
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<tr>
<td></td>
<td>Core 3: Historical Writing</td>
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<tr>
<td></td>
<td>PH 2: Archives II</td>
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<td></td>
<td>General 1:</td>
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<tr>
<td>Two: fall</td>
<td></td>
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<tr>
<td></td>
<td>General 2: Hist. of U.S. Foreign Relations</td>
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<td></td>
<td>Core 4: Practicum</td>
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<tr>
<td></td>
<td>Conc. 1: Hist. of Amer. Technology</td>
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<tr>
<td>Two: spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General 3: U.S. Constitutional History</td>
</tr>
<tr>
<td></td>
<td>PH 3: Archival Automation</td>
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<tr>
<td></td>
<td>Elective 1: Oral History</td>
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<tr>
<td>Two: summer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>receive M.A.; apply and accepted to Ph.D.</td>
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<tr>
<td>Three: fall</td>
<td></td>
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<tr>
<td></td>
<td>Conc. 2: Science &amp; Rel. in European Hist.</td>
</tr>
<tr>
<td></td>
<td>PH 4: Archival Preservation</td>
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<td></td>
<td>PH 5: Seminar in Public History</td>
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<tr>
<td>Three: spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conc. 3: Seminar in European History</td>
</tr>
<tr>
<td></td>
<td>Elective 2: History and Memory</td>
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<tr>
<td></td>
<td>General 4: Seminar in American History</td>
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<tr>
<td>Four: fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 3: Fund Deve./Grant Writing</td>
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<tr>
<td></td>
<td>Residency Internship (6 hrs.)</td>
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<tr>
<td></td>
<td>attain A.B.D. status</td>
</tr>
<tr>
<td>Four: spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral Supervised Research</td>
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<tr>
<td></td>
<td>Doctoral Dissertation Research (6 hrs.)</td>
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<tr>
<td>Five (if needed):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral Dissertation Preparation</td>
</tr>
<tr>
<td></td>
<td>completion of dissertation and successful defense . . . receive Ph.D.</td>
</tr>
</tbody>
</table>
Appendix II
Research Component

Each student in the Ph.D. program in Public History will work with an advisory committee consisting of four members of the faculty in the Department of History and allied fields of study, based on the student’s plan of work. Each advisory committee will be co-chaired by a History and a Public History representative. This committee will oversee the student’s research, examinations, and dissertation. For the purposes of the oral examinations, both preliminary and final, the committee will include a fifth member representative of, and appointed by, the Graduate School.

Research

Beyond their required coursework, students in the Ph.D. program will take 21 hours of research credits, including a minimum of 12 hours of dissertation credits. The remaining 9 credit hours will be made up of seminars. Selection of these credit hours will be guided by the student’s advisory committee.

Examinations

Students must successfully complete three examinations in order to receive the Ph.D.: the preliminary written examination, the preliminary oral examination, and the final oral examination.

The preliminary written examination will be geared toward assessing mastery of both core requirement subject matter and areas of specialization chosen by the student and will be given no earlier than the end of the second year of graduate study and not later than one semester (four months) before the final oral examination. The specific content will be based on a reading list developed in conjunction with the advisory committee. Written examination questions may cover any phase of the course work taken by the student during graduate study or any subject logically related to an understanding of the subject matter in the major and minor areas of study. The questions are designed to measure the student’s mastery of his/her field and the adequacy of preparation for research. Committee members must notify the DGP when a student has completed the written examination. Failure to pass the written portion terminates the student’s work at this institution, unless the advisory committee elects to reexamine.

Upon satisfactory completion of the written portion of the preliminary examinations and after completion of all course work relevant to the examination, the student submits a Request to Schedule the Doctoral Oral Examination, indicating that he/she wishes to schedule the preliminary examination.

The preliminary oral examination is conducted by the advisory committee and the Graduate School Representative and is open to all Graduate Faculty members. The Graduate School will notify the student and the examining committee. The oral examination is designed to test the student’s ability to relate factual knowledge to specific circumstances, to use this knowledge with accuracy and promptness and to demonstrate a comprehensive understanding of the field of specialization and related areas. A unanimous vote of approval by the members of the advisory committee is required for the student to pass the preliminary oral examination. Approval may be conditioned, however, on the successful completion of additional work in some particular field(s). Failure to pass the preliminary oral examination terminates the student’s work at this institution unless the examining committee elects to reexamine. No reexamination will be given until at least one full semester has elapsed, and only one reexamination is permitted in a given doctoral program.
Dissertation

Following successful completion of the preliminary written and oral examinations, the doctoral candidate will submit a dissertation prospectus to the advisory committee. Building on the candidate’s research experience up to this point, the prospectus will outline the subject matter, methodology, and format of the proposed dissertation. Once the proposal has been accepted, the candidate will begin formal work on the dissertation.

The dissertation itself must contribute original scholarship to the field. It must be approved by all members of the advisory committee prior to the candidate’s application for the final oral examination. The final oral examination is scheduled after the dissertation is complete except for such revisions as may be necessary as a result of the examination, but not earlier than one semester or its equivalent after admission to candidacy and not before all required course work has been completed or is currently in progress.

The examination consists of the candidate’s defense of the methodology used, the data collected, and the conclusions reached in the research, as reported in the dissertation. While the chair has the option of allowing visitors to ask questions of the candidate, the chair also has the obligation to maintain a scholarly atmosphere and to keep the student’s best interest foremost. Graduate Faculty members who are not on the advisory committee will have the opportunity to express their opinions to the committee in the absence of the student. However, the final deliberations and the vote are private to the examining committee.

A unanimous vote of approval of the advisory committee is required for passing the final oral examination. Approval may be conditioned, however, on the student’s meeting specific requirements prescribed by the student’s advisory committee. Failure of a student to pass the examination terminates his or her work at this institution unless the advisory committee recommends a reexamination. No reexamination will be given until one full semester has elapsed, and only one reexamination is permitted.
Appendix III
Letters of Support

College of Humanities and Social Sciences, NC State University
Statement of Financial Support, College of Humanities and Social Sciences, NC State University
College of Parks, Recreation, and Tourism Management, NC State University
Department of Public Administration, NC State University
Institute for Nonprofit Management, NC State University
North Carolina Department of Cultural Resources
Society of North Carolina Archivists
North Carolina Museums Council
North Carolina Preservation Consortium
September 22, 2006

Professor Jonathan Ocko
Head, Department of History
Professor Craig Thompson Friend
Director of Public History

Via Campus Mail:

Dear Professors Ocko and Friend:

I am pleased to provide this letter of support for the planning and establishment of a Ph.D. program in Public History. The value of expanding your offerings to include a doctoral program is manifold. It will provide enhanced visibility for the program regionally and nationally, serve as an additional incentive to attract new faculty, and create new opportunities for faculty to seek extramural support. In turn, additional depth in existing areas of expertise, expanded research areas, and new course offerings will result in increased student interest in the History program.

The Department of History has a long-established reputation at the master’s level of providing a strong course of study for students. However, the pressures of greater public interest in historic sites and museums, increased historic and genealogical research, and the rise of heritage tourism requires us to increase the level of research and preparation to address the changing Public History landscape. The breadth and depth of knowledge and the content areas outlined in your program description provide insight into the critical need to relate historical knowledge to the public.

I wholeheartedly support your plan. Please let me know if I can be of further help to you through this planning process.

Sincerely,

Toby L. Parcel
Dean
October 4, 2006

Dean Terri Lomax
The Graduate School
Campus Box 7102
NC State University

Dear Dean Lomax:

I write to endorse enthusiastically the Department of History's proposal for a new PhD in Public History. I am very pleased that this degree is building upon an already nationally well-known master's program in Public History. In addition, this will be a key building block in CHASS' contribution to helping NC State become a more comprehensive University. It will be one of the College's high priorities in the upcoming Compact Plan, and I will do everything that I can to see that the proposal is accepted and the program is successful.

Sincerely,

Toby L. Parcel
Dean, College of Humanities and Social Sciences
September 27, 2006

Professor Jonathan Ocko  
Head, Department of History  
Box 8108

Professor Craig Thompson Friend  
Director of Public History  
Box 8108

Dear Professors Ocko and Friend;

The purpose of this letter is to emphasize that the Department of Parks, Recreation and Tourism Management strongly supports the implementation of a Ph.D. in Public History. With its connection to Heritage Tourism, I believe this is an area that is now ripe for graduate work at the doctoral level. This degree program will nicely complement the Tourism Management emphasis within our own department.

NCSU is an excellent institution for the conduct of a doctoral program in Public History, which will address public application of the History discipline. There exists a strong and diverse faculty, appropriate and adequate resources, and a philosophical foundation.

I understand that in its initial curricular planning for this doctoral program, the Department of History wishes to allow students an option to take one of the following courses taught through the department of Parks, Recreation and Tourism Management:  
PRT 520 Concepts of Travel and Tourism  
NR 531 Introduction to Geographic Information Science  
PRT 555 Environmental Impacts of Recreation and Tourism  
We are willing to accommodate their requests. We do not anticipate that it will place an undue burden on us and expect that it may lead to greater interdisciplinary opportunities between the departments.

Sincerely,

[Signature]

J. Douglas Wellman  
Department Head and Professor
November 1, 2006

Professor Jonathan Ocko
Head, Department of History
Box 8108

Professor Craig Thompson Friend
Director of Public History
Box 8108

Dear Professors Ocko and Friend:

The purpose of this letter is to confirm that the Public Administration Department strongly supports NC State University offering a PhD in Public History. I am pleased that the proposed program will expose the students to management skills. We know from our exit interviews these courses teach valuable skills which will be applicable in a public history venue.

For most students the following courses will be most valuable and accessible (each is offered at least annually):
  PA539 Fund Development (2 credits) and PA640 Grant Writing
  PA535 Team Problem Solving for Public and Nonprofit Managers
  PA532 Contract Negotiation and Mediation
  PA531 Human Resource Management for Public and Nonprofit Organization

We offer other management courses that may be appropriate for a specific student, so I suggest that you add the wording “other comparable management courses.”

With best wishes,

Elizabethann O’Sullivan
Chair
September 29, 2006

Jonathan Ocko, PhD, Professor and Department Head
Craig Thompson Friend, PhD, Associate Professor and Director of Public History
Department of History
North Carolina State University
Campus Box 8108
Raleigh, NC 27695-8108

Dear Jonathan and Craig,

I am writing in support of the History Department’s proposal to establish a PhD in Public History. The Institute for Nonprofits recognizes the need for PhD level historians to take leadership roles in nonprofit historical organizations. Such organizations including museums, historical societies, historical preservation associations, and historical tourism nonprofits are an important part of the nonprofit sector. They educate the public, preserve important documents and artifacts, spur economic development, and more.

It is important that historians who take leadership roles in history related nonprofits not only have a solid academic background in history, but also develop knowledge, skills, and abilities in the effective management of nonprofit organizations. Therefore, I support the History Department’s proposal to require your Public History PhD students to take nine (9) hours of selected nonprofit management courses. I believe that the completion of selected coursework, which includes Management of Nonprofit Organizations, Nonprofit Budgeting and Financial Management, Fund Development, Grant Writing, Management Systems, and Human Resources Management in Public and Nonprofit Organizations will provide your graduates with the opportunity to enter administrative positions in nonprofits that otherwise they would not be deemed qualified for.

I also support your plan to require these students to complete an internship. An internship will enhance their academic experience and increase their career opportunities. The Institute has extensive connections with a wide range of nonprofits and administers an internship program for our Nonprofit Studies students. We welcome the opportunity to assist you with the placement of your PhD students in nonprofit organizations and are well positioned to support you in this effort.

If there are further ways we can help you in the development and offering of this proposed PhD program, please let me know. Your program has the potential to have a great impact on historical nonprofits across the state and beyond and I welcome the opportunity to support your efforts.

Regards,

Barbara Metelsky, Director
September 22, 2006

Dr. Craig Thompson Friend
Director of Public History
Department of History
Campus Box 8108
NC State University
Raleigh, NC 27695-8108

Dear Craig:

I am writing to advise you of the Office of Archives and History's strong support for the establishment of a Ph.D. program in Public History at North Carolina State University. As our state continues to experience rapid population growth, and as tourism to private and public historic sites and museums continues to accompany that growth, the need for more extensively trained scholars who can deliver historical knowledge to the public remains critical.

The Office of Archives and History is charged with safeguarding the documentary and material evidence of past generations for the education of all citizens and the protection of their democratic rights. In the past, this agency has benefited greatly from the development of public historians at the M.A. level who have found employment in all of our divisions. We believe the establishment of a doctoral program in Public History will enhance the research and interpretive capabilities of future employees, as well as prepare them for entrance into the job market beyond the entry level.

We encourage the university to proceed with the rapid development of the Ph.D. program in Public History, and we look forward to working with the program to address the complex issues of Public History in North Carolina.

Sincerely,

Jeffrey J. Crow
Dr. Craig Thompson Friend  
Director of Public History  
Department of History  
Campus Box 8108  
NC State University  
Raleigh, NC 27695-8108  

September 26, 2006  

Dear Craig,  

I am writing to advise you of the Society of North Carolina Archivists strong support for the establishment of a Ph.D. program in Public History. We believe the establishment of a doctoral program in Public History in North Carolina will enhance the research and interpretive capabilities of future archivists, historians, and curators, as well as prepare them for entrance into the job market beyond the entry level.  

The State of North Carolina continues to experience rapid population growth, and as tourism to private and public historic sites and museums continues to accompany that growth, the need for more extensively trained scholars who can deliver historical knowledge to the public remains critical.  

The Society of North Carolina Archivists promotes cooperation and the exchange of information among individuals and institutions interested in the preservation and use of the archival and manuscript resources of North Carolina; shares information on archival methodology and the availability of research materials; provides a forum for discussion of matters of common concern as they pertain to the archival profession in North Carolina; and cooperates with organizations and professionals in related disciplines. Our membership represents a variety of public and private cultural institutions from around the state.  

We encourage the university to proceed with the rapid development of the Ph.D. program in Public History, and we look forward to working with the program to address the complex issues of Public History in North Carolina.  

Sincerely,  

Monika Rhue, MLIS  
SNCA President  
Archival Services Librarian  
Johnson C. Smith University
Dr. Craig Thompson Friend  
Director of Public History  
Department of History  
Campus Box 8108  
NC State University  
Raleigh, NC 27695-8108

Dear Dr. Friend:

I am writing to advise you of the North Carolina Museums Council’s strong support for the establishment of a Ph.D. program in Public History at North Carolina State University. As our state continues to experience rapid population growth, and as tourism to private and public historic sites and museums continues to accompany that growth, the need for more extensively trained scholars who can deliver historical knowledge to the public remains critical.

The North Carolina Museums Council enhances public education by improving the administrative, interpretive, and collections practices of museums, historic sites, science centers and related facilities in North Carolina. NCMC also strives to stimulate public support for the work performed by these facilities, and to provide a forum in which Council members exchange ideas and foster cooperation and improved communication with the communities they serve. In the past, museums throughout the state have benefited greatly from the development of Public Historians at the M.A. level who have found employment. We believe the establishment of a doctoral program in Public History will enhance the research and interpretive capabilities of future museum professionals, as well as prepare them for entrance into the job market beyond the entry level.

We encourage the university to proceed with the rapid development of the Ph.D. program in Public History, and we look forward to working with the program to address the complex issues of Public History in North Carolina.

Sincerely,

Tamara Moore, President

box 2603  raleigh, north carolina  27602
Dr. Craig Thompson Friend  
Director of Public History  
North Carolina State University, CB 8108  
Raleigh, NC  27695-8108

September 21, 2006  

Dear Craig,

I am writing to inform you that the North Carolina Preservation Consortium (NCPC) offers our strong support for the establishment of a Ph.D. program in Public History at North Carolina State University. NCPC is dedicated to the preservation of educational, cultural, historical, and research collections in our state’s archives, historic sites, libraries, museums, and records centers. The consortium also informs the general public about preservation to safeguard private collections and family treasures. Our preservation mission addresses the proper care and handling of materials; storage and environmental control; disaster preparedness and recovery; the repair, reformatting and conservation of damaged items; and collection security. NCPC supports the preservation of information content, and the medium as artifact, in new and traditional formats for present and future generations.

North Carolina historical collections contain millions of artifacts of enduring value. Historic sites and museums complement the K-12 education of our children and young adults. Research collections in our colleges and universities attract students and faculty from every state in the nation and every country in the world. These institutions also enrich the quality of life for all people in North Carolina by facilitating free choice, lifelong learning. Continued population growth, heritage tourism, and global digital access places increasing demands on professionals working with our State’s historical collections. A Ph.D. program in Public History at NCSU will help meet the need for more extensively trained Public History scholars.

NCPC has benefited greatly from Public Historians with a M.A. degree who contribute to our state-wide preservation program through our member institutions. We believe the establishment of a doctoral program in Public History at NCSU will enhance the research skills of these professionals to better serve their employing institutions, the North Carolina Preservation Consortium, and the people of North Carolina. We encourage North Carolina State University to proceed with the rapid development of the Ph.D. program in Public History, and we look forward to working with the program to address the complex preservation issues in North Carolina historical collections.

Sincerely,

Robert James  
Executive Director  
North Carolina Preservation Consortium

Phone  (919) 660-1157  
E-Mail  robert.james@duke.edu